



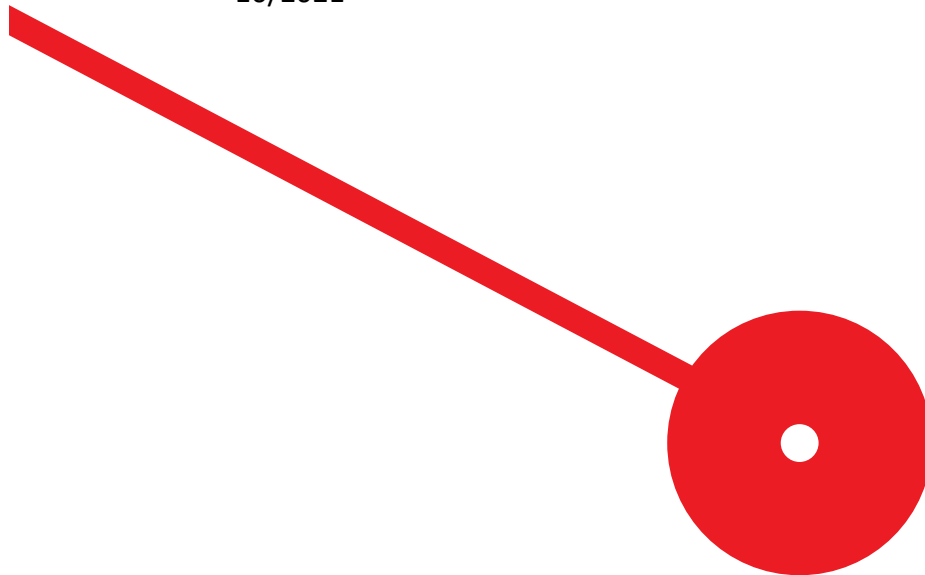
Master's degree  
Intercultural Studies for Business

# Multiculturalism: Luxembourg, host of diversity. Integration process and the relationship with Portugal.

Ana Catarina Pereira Melo

(Esta versão contém as críticas e sugestões dos elementos do júri)

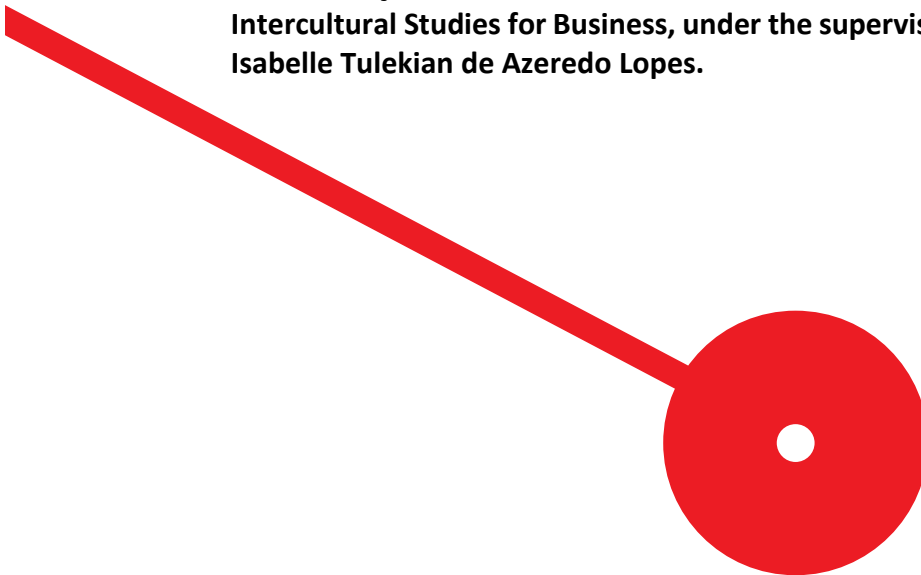
10/2021





Multiculturalism:  
Luxembourg, host of diversity.  
Integration process and the  
relationship with Portugal.  
Ana Catarina Pereira Melo

**Master Dissertation present to Instituto Superior de Contabilidade e Administração do Porto to obtain the Master's Degree in Intercultural Studies for Business, under the supervision of Professor Isabelle Tulekian de Azeredo Lopes.**



To the beauty of diversity

## Table of Contents

Acknowledgements.....	iv
Resumo .....	v
Abstract.....	vi
List of Acronyms and Abbreviations.....	vii
Figures.....	ix
Charts.....	x
Tables .....	xi
Introduction.....	xii
Chapter I - Understanding Luxembourg’s diversified culture.....	1
1.1. Multiculturalism.....	4
1.2. Free Movement of People .....	11
1.3. Early Immigrations.....	14
1.4. Influence of the Italians .....	17
1.5. Influence of immigrants in natality .....	21
Chapter II - Integration.....	22
2.1. EU Action Plan on Integration and Inclusion 2021-2027 .....	24
2.2. Welcoming and integrating foreigners in the Grand Duchy of Luxembourg.....	30
2.3. National Action Plan on Integration 2018.....	32
2.4. Schooling.....	34
2.4.1. School system .....	37
2.4.2. Early childhood education.....	38
2.4.3. Primary Education.....	38
2.4.3.1. Welcome classes (Cours d’accueil) .....	39
2.4.3.2. Integrated classes for Portuguese-speaking children.....	39
2.4.4. Secondary Education .....	40
2.4.4.1. Welcome Classes.....	41
2.4.4.2. Insertion classes .....	41
2.4.4.3. International Education.....	41
2.4.5. Languages .....	42
2.4.5.1. ‘Lëtzebuergesch’ .....	43
2.4.5.2. German.....	43
2.4.5.3. French.....	43
2.4.5.4. English.....	43
2.4.5.5. Portuguese.....	44

2.4.6. Intercultural Mediators .....	45
<b>Chapter III - Relationship with Portugal.....</b>	<b>46</b>
3.1. Pre-Existing Relations.....	48
3.2. The beginning of the Portuguese immigration to the Grand Duchy .....	51
3.3. Portuguese Community .....	56
3.3.1. Cultural Rights .....	57
3.3.1.1. Football.....	58
3.3.1.2. Pilgrimage .....	58
3.3.1.3. Traditional folk dances .....	59
3.3.2. Portuguese community in Esch-sur-Alzette.....	59
3.4. Discrimination .....	61
3.4.1. Racist pamphlet.....	62
3.4.2. Inequalities and discrimination in education.....	62
3.5. Testimony of a family previously immigrated in Luxembourg.....	64
3.6. Portugal and the pandemic of COVID-19.....	66
<b>Chapter IV - Conclusion.....</b>	<b>67</b>
<b>References .....</b>	<b>69</b>
<b>Annexes .....</b>	<b>77</b>

## **Acknowledgements**

I wish to show my appreciation to Professor Isabelle Tulekian for accepting to be my advisor, for the advice given and above all for her patience throughout this project.

I would also like to thank all the teachers and professors I came across who awakened this interest in languages and cultures, making it possible to continue academic studies in these areas.

Additionally, I wish to acknowledge the help provided by Dr. Pierre Weiss to answer questions relating to Luxembourg and thank the Grand Duchy of Luxembourg, one of the pioneers in awakening my curiosity about diversity.

I would like to thank all my master colleagues who in one way or another helped throughout this process, specially to Keila and Carol for their friendship, and all the support and help they gave me.

I would likewise like to thank all my friends encouraging and cheering me on. A special thanks to Marta for all the help she gave me and to António for always being present, even in the bad moments, and for always supporting and encouraging me.

Finally, I would like to express my gratitude to my dear parents for all their support, for encouraging me not to give up and to pursue my dreams. There are not enough words to thank them for all the support they have always given me. A thank you to my siblings and nephew who were always there for me.

## **Resumo**

A diversidade cultural é um fator contributivo para a evolução socioeconómica de um país. O objetivo desta dissertação é compreender os diferentes passos que o Grão-Ducado do Luxemburgo deu para se tornar num país multiétnico e compreender a relação de longa data que liga o Luxemburgo à República Portuguesa acrescentando ainda as relações de ambos os países durante a pandemia da COVID-19. Da abolição das fronteiras internas à celebração dos tratados que permitem que os cidadãos da União Europeia viagem livremente entre os Estados-Membros sem preocupações. Além disso, esta dissertação pretende demonstrar que Luxemburgo é um país consideravelmente bem-sucedido no que diz respeito ao acolhimento da diversidade.

O sucesso da diversidade cultural no Ducado deve-se aos diferentes organismos que contribuem para um processo de integração eficaz, bem como às diversas políticas de integração que visam proteger os imigrantes e suas famílias. As crianças, especialmente, podem beneficiar de uma variedade de auxílios escolares que as ajudará a adaptarem-se ao sistema desde a mais tenra idade. No meu estudo, recolhi e comparei dados de diferentes fontes oficiais e relatórios para ajudar na compreensão da evolução da sociedade luxemburguesa, bem como sobre como a comunidade portuguesa se tornou a maior e mais importante comunidade estrangeira do país, explorando as relações pré-existentes entre as duas nações, desconhecidas para muitos.

**Palavras-chave:** diversidade cultural, integração, relações pré-existentes, Luxemburgo e Portugal

## **Abstract**

Cultural diversity is a contributing factor to the socio-economic evolution of a country. The aim of this dissertation is to understand the different steps the Grand Duchy of Luxembourg took to evolve into a multiethnic country and to understand the longtime relationship bonding Luxembourg and the Portuguese Republic adding further the relations of both countries during the pandemic of COVID-19. From the abolition of the internal borders to the signing of treaties allowing citizens of the European Union to travel freely among the Member States without worries. Further, I aim to demonstrate that Luxembourg is considerably a successful country regarding welcoming diversity.

The success of the cultural diversity in the Duchy's is in the wake of the different bodies that contribute to an effective integration process as well as the different integration policies regarding immigrants and their families. Children, specially, can benefit from a variety of school aids that will help them fit into the system from an early age. In my study, I collected and compared data from different official sources and reports to help in the understanding of the evolution of Luxembourg's society as well on how the Portuguese community became the largest and most important foreign community in the country, exploring the pre-existing relations between the two nations, unfamiliar to many.

**Keywords:** cultural diversity, integration, pre-existing relations, Luxembourg and Portugal



## List of Acronyms and Abbreviations

AFSJ.....	Area of Freedom, Security and justice
ASTI.....	Association de Soutien aux Travailleurs Immigrés
CAI.....	Contrat d'Accueil et d'Intégration
CASNA.....	Cellule d'Accueil Scolaire pour les élèves Nouveaux Arrivants
CESAS.....	Centre national de référence pour la promotion de la santé affective et sexuelle
CET.....	Centre pour l'Égalité de Traitement
CLAE.....	Comité de Liaison des Associations d'Etrangers
CLIJA.....	Classes d'Accueil pour Jeunes Adultes
CLIJA+.....	Classe d'Accueil pour Jeunes Adultes Plus
CNE.....	Conseil National pour Étrangers
COVID.....	Coronavirus
CSL.....	Chambre des Salaries Luxembourg
DRE.....	Diário da República Eletrónico
EACEA.....	European Education and Culture Executive Agency
EEC.....	European Economic Community
ESC.....	Enseignement Secondaire Classique
ESG.....	Enseignement Secondaire Général
EU.....	European Union
FIFA.....	Fédération Internationale de Football Association
FPF.....	Federação Portuguesa de Futebol
HRH.....	Her Royal Highness
MEN.....	Ministère de l'Éducation Nationale, de l'Enfance et de la Jeunesse
MNHA.....	Musée National d'Histoire et d'Art
NAP.....	National Action Plan
NATO.....	North Atlantic Treaty Organization
OECD.....	Organization for Economic Co-operation and Development
OEEC.....	Organization for European Economic Co-operation
OLAI.....	Office Luxembourgeois de l'Accueil et de l'Intégration
ONA.....	Office National de l'Accueil

PIDE.....	Polícia Internacional e de Defesa do Estado (International and State Defense Police)
SECAM.....	Service de la Scolarisation des Enfants Étrangers
STATEC.....	Institut national de la statistique et des études économiques
TEU.....	Treaty of the European Union
TFEU.....	Treaty on the Function of the European Union
UEFA.....	Union of European Football Associations
UEFA.....	Union of European Football Associations
UN.....	United Nations
UNESCO.....	United Nations Educational, Scientific and Cultural Organization
US.....	United States
VET.....	Vocational Education and Training
WHO.....	World Health Organization

## Figures

<b>Figure 1</b> Immigrants in the EU in 2019 (EUROSTAT, 2021) .....	3
<b>Figure 2</b> International migrants as a share of total population in Luxembourg, in Europe and in the world, 2019 (%) (UN, 2019) .....	3
<b>Figure 3</b> Three goals of the Action Plan on EPSR taken from 2021Portugal.EU .....	28
<b>Figure 4</b> The 20 principles of the EPSR taken from 2021Portugal.EU.....	29
<b>Figure 5</b> Public school system taken from MEN.....	36

## Charts

<b>Chart 1</b> The share of Italian births is increasing" (Peltier & Klein, 2018).....	20
<b>Chart 2</b> Annual migration balance by nationality in Luxembourg, 1960-2011 (in number) (Zahlen, 2012) .....	54
<b>Chart 3</b> Arrivals, departures and net migration 1967 – 2020 (Arrivals) (STATEC) .....	54
<b>Chart 4</b> Arrivals, departures and net migration 1967 - 2020 (Net migration) (STATEC).	55
<b>Chart 5</b> Population by nationality (detailed nationalities): 2011-2021 (STATEC) .....	55

## **Tables**

<b>Table 1</b> Foreign workers in heavy industry by nationality (%) (Trausch, 2017).....	15
<b>Table 2</b> Population by nationality (STATEC, 1990) .....	18
<b>Table 3</b> Intercultural mediators .....	45

## **Introduction**

Diversity may be the hardest thing for a society to live with and perhaps the most dangerous thing for a society to be without. (William Sloane Coffin Jr (n.d.), as cited in Jones-Smith, 2018, p.199)

Cultural diversity is important and helps people recognize, respect and understand other ways of live. It is the sharing of culture which allows groups of people interact and cooperate effectively and move a nation. Economic growth is pretty much driven by the workforce of the main society but as well with the contribution of foreigners. The Grand Duchy of Luxembourg is on of the most important EU countries. Its multiethnicity and multilingualism is admirable, however, its diversity can be really challenging for newcomers. Luxembourg welcomes each year thousands of immigrants in search of opportunities and a better lifestyle. Cultural barriers are challenges people from different cultures face on a daily base when they immigrate. Some of the challenges may concern communication, different languages, or habits. Other examples of cultural barriers lie in the different values and beliefs people share. Their integration and inclusion are fundamental while settling down. Thus, several policies and organisms on integration are available for everyone. The purpose of this dissertation is to promote the cultural diversity existing in the Grand Duchy of Luxembourg, a small country located in the heart of Western Europe between Belgium, Germany and France, with special emphasis on the Portuguese community and the relationship between Luxembourg and Portugal.

An important aspect of the research is the understanding of the cultural diversity existing in the duchy. Therefore, before moving to the relationship with the Portuguese Republic, I will address the theme on early immigrations and the essential steps token which paved the way to a culturally diverse society. With the help of official documents and publications available on government and official websites, graphics and tables, I will try throughout the chapters to arouse readers' curiosity about the cultural diversity existing in the Grand Duchy as well as the integration process of immigrants, essential to settle down, and draw attention to the relationships pre-existing between the Grand Duchy and the Portuguese Republic.

The structure of this study is thus composed of three chapters in which the following themes are addressed:

Chapter I: In the first chapter I will describe how Luxembourg became a country significantly influenced by immigrants. Immigrants are important elements in a country. They play an important role in the socio-economic development and help maintain a positive

rate of natural increase. Thus, I will address the steps guiding Luxembourg to a country enriched in diverse culture leading to a society almost dominated by foreigners.

Chapter II: The second chapter, resembles a bit to a guide to integration in the duchy. Integration and inclusion are a key factor to help foreigners adapt to their new home. Here I describe the different actions plans to help foreigners adjust. Languages are other crucial factors to help overcome difficulties in a foreign country. Therefore, I will approach not only the aids available to help adult immigrants settle, but also assistance for their children.

Chapter III: In the final chapter, special emphasis is given to the Portuguese community. For decades Luxembourg and Portugal have had strong connections. Hereby, I recall the previous relationship between the two countries, unknown to many, the early immigrations of the Portuguese and other important aspects covered in the subchapters regarding the Portuguese community.

## **Methodologies**

The methodology used during the investigation process for the elaboration of a dissertation are fundamental to conclude a reasoning. The research methodology varies on the nature of the study. For this dissertation, different approaches have been made in order to obtain the most accurate and comparable information possible. Thus, two main research methodologies have been used: qualitative and quantitative research. The collection of information through various sources, primary and secondary, were fundamental to compare and interpret data for a better understanding of the evolution of Luxembourg's society.

The publication of official governmental documents, as well as data from statistics websites, and the available charts were pertinent in the development of this study. Furthermore, the inquiry made to Dr Pierre Weiss, member of the Integration Department of Luxembourg, on whether the Grand Duchy is or not multicultural was essential for the understanding of the theme *multiculturalism* in the nation. Additionally, information, from previous years to current times, obtained through books, interviews, organisation sites, personal testimony, newspapers, as well as reports were essential tools for the analyses and the procedure of legitimate information helping in the development process of the dissertation as well with its conclusion.

The research, I may conclude, was extensive and took its time. The search for documents containing valuable data regarding the past and the present of the Grand Duchy of Luxembourg was not an easy task as it took a lot of time and persistence. However, and



regarding Luxembourg, the Government provided official documents, which were an asset to conduct this research, in different languages, mainly French, German and in some cases English through their different online platforms – like the MEN.lu (Ministry of National Education, Children and Youth) or Luxembourg.lu (The official portal of the Grand Duchy of Luxembourg). Fortunately, the only language barrier existing was translating the accurate words in German or French to English.

Logically, the chapters are divided in order to have: first, a logical timeline for a better perception of the events enabling to establish a connection with the succeeding chapter(s); secondly, completing the reasoning on how Luxembourg managed to become “successful” host nation, its integration procedures etc.; and finally, all previous chapters should help in the understanding of the final chapter – understanding the evolution of the country leading to a powerful relationship with Portugal. Thus, the table of content helps readers in this process.

## **Chapter I - Understanding Luxembourg's diversified culture**

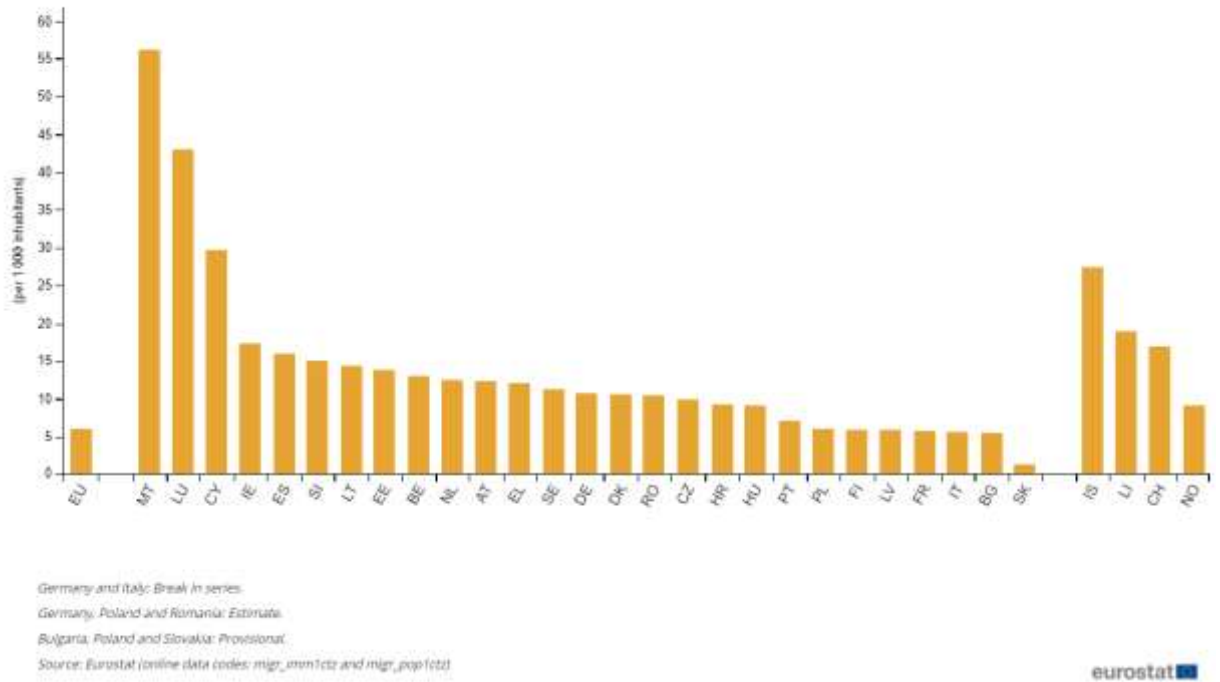
The Grand Duchy of Luxembourg has been for decades a host country welcoming nationals from many countries around the world, in particular those from its neighbouring countries. Understanding the early migrations to the duchy gives us a clear overview on how things have changed and how early migrations stamped the way to a multicultural nation. The contribution of foreigners has undoubtedly enriched Luxembourg's culture and helped the country's economy to prosper. Today, the Grand Duchy of Luxembourg is one of the main recipients of immigrants in the EU and the world. According to the UN's International migrant stock 2019: Country Profiles, the percentage rate of international migrants living in Luxembourg is higher than in-Europe and-the world in general (Figure2).

Before the independence of the duchy from the Dutch in 1890, Luxembourg already had a history of welcoming foreigners, notably from its neighbouring countries. But it was not until the industrial revolution in the 1890s and the aftermath of the Second World War that changes in the population – migration waves and their influence- started to be noticed. Furthermore, the Lisbon Treaty confirmed the *Free Movement of Persons* in the EU, firstly introduced by the Treaty of Maastricht, which opened horizons for most Europeans. From a poor undesirable country, Luxembourg has become an appealing nation to immigrate. Today, the Grand Duchy of Luxembourg “boasts a rich experience of foreign immigration” (Hausemer, 2008) counting with ca. 170 different nationalities.

With almost half its population of foreign origin, the duchy welcomes annually hundreds of immigrants in search of a permanent or short stay looking for opportunities as well as a better quality of life. Immigrants became a daily reality in Luxembourgish society along with their varied cultures. *De facto*, the country's multiethnicity is present in the everyday life of its citizens: at school, work, on the streets, at the shopping centre or at the café. People cross paths with people from all races, religions, nationalities, etc., on a daily basis, a reality which enriches the Luxembourgish society. Further, the ability of “simultaneously being open to outside influences and continuing to transform” (Hausemer, 2008) enabled Luxembourg to find their own identity.

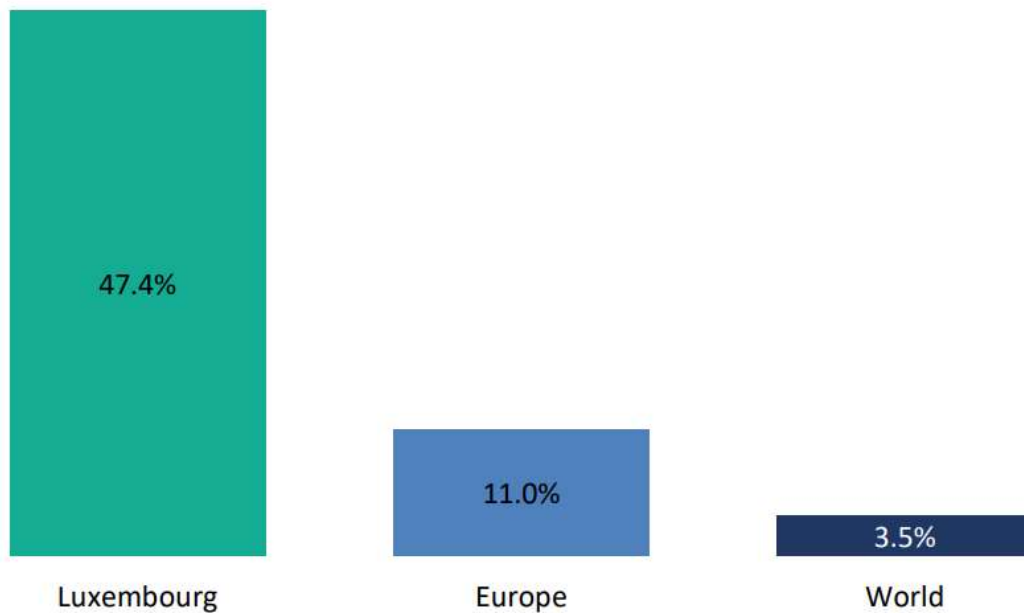
This cultural richness found in Luxembourg is the combination of a series of factors, from the arrival of the first migrants, to the reception of refugees as well from the EU treaties which opened horizons for EU citizens. Despite being surpassed by Malta, the Grand Duchy of Luxembourg maintains one of the highest immigration rates (Figure1).

**Immigrants, 2019**



**Figure 1** Immigrants in the EU in 2019 (EUROSTAT, 2021)

**International migrants as a share of total population in Luxembourg, in Europe and in the world, 2019 (percentage)**



Source: UN DESA (2019a)

**Figure 2** International migrants as a share of total population in Luxembourg, in Europe and in the world, 2019 (%) (UN, 2019)

## 1.1. Multiculturalism

One of the principles of the EU is to "respect its rich cultural and linguistic diversity, and [...] ensure that Europe's cultural heritage is safeguarded and enhanced" (Article 3 of TEU). The term "multiculturalism" is in line with this ideal. It is, according to the online EU Migration and Home Affairs Glossary the principle of cultural diversity which supports and ensures distinctive ethnic groups to maintain their distinctive cultural identities and practices and safeguards the right to access constitutional right and give a sense of belonging into a dominant society.

The last updated figures show that currently almost half the population of the Grand Duchy of Luxembourg is made of foreigners and has registered ca. 170 nationalities across the country (Just Arrived SARL, 2021-22). The country's integrations policy is promising, and a wide range of aid associations and institutions are available to help newcomers adjust to a new way of life. Plus, a legal framework has been implemented in order to its diversified public in all matters. Thus, the *law of 28 November 2006 on equal treatment* condemns all sorts of discrimination based on "religion or beliefs, disability, age, sexual orientation, membership or non-membership, actual or supposed, of a race or ethnic group" (Luxembourg.lu). Decades of hosting large foreign communities transformed Luxembourg's society and its image. Immigrants brought with them not only the customs but also the language, making Luxembourg a multilingual country. In accordance with multiculturalism policy, it indicates that Luxembourg is indeed a multicultural nation. Despite this, we must firstly understand some factors that contradict the concept of "multiculturalism" before being able to state that the duchy is a multicultural nation.

Cultural diversity is a positive influence that enriches us socially, culturally and economically. In the meantime, multiculturalism is one of the most controversial and contested ideas. In recent years, as we will see latter, the word "multiculturalism" has been the target of criticism and political and social backlash, with dominant discourses claiming, in Boucher and Maclure (2018) words, "multiculturalism celebrates differences but not unity, that it grants rights to immigrants without imposing duties to integrate to the host society, and that it leads to the fragmentation of society by enabling them to live in parallel micro-societies". In an interview on *Multiculturalism and National Identity* to Seriou Science (2015), Kivisto<sup>1</sup> defends multiculturalism and how it is misunderstood by many.

---

<sup>1</sup> Peter J. Kivisto is a Professor of Social Thought in Augustana College specialized in immigration, religion, theory, politics, race and ethnicity, sociology, anthropology, and social welfare. More information available on <https://www.augustana.edu/academics/faculty-directory/peter-j-kivisto>

Tragic events such as the shootings in Paris in 2015, or the Niece truck attack on July 2016, among other tragic events, reinforce people's belief in the failure of multiculturalism. Therefore, in his interview, Kivisto mentions three of the most influential political leaders in Europe (Merkel, Cameron, Sarkozy) who believe "multiculturalism divides people, [...] separates people, [...] renders people incapable of developing identities outside of their particular ethnic or religious communities". The impact of negative events negatively affects the perspective of how people perceive things and react to them, but simultaneously they mislead people, blocking them from understanding the real meaning of the concept. In addition, the interviewee explains how opponents to multiculturalism are particularly averse to it and how they misconstrue what it really is. In Europe, Kymlicka<sup>2</sup> (IPSP, 2016) describes in what way migration in Europe, the encounter with other cultures, languages and religions, and how the rise of anti-Sinophobia populists, anti-immigrant forces, is raising a lot of difficult questions. Those might be on the ground of a sequence of events derived from our feeling of insecurity or fear of terrorism after the events of 9-11, or the "anxiety about the European Union and whether Europe is failing as a political project" thus facing new challenges. Even so, Kivisto (Serious Science, 2015) defends how immigrants are not responsible for the controversy surrounding multiculturalism and Kymlicka (1995) supports cultural diversity also arisen from individual and familial immigration who

*typically wish to integrate into the larger society, and to be accepted as full members of it. While they often seek greater recognition of their ethnic identity, their aim is not to become a separate and self-governing nation alongside the larger society, but to modify the institutions and laws of the mainstream society to make them more accommodating of cultural differences. (p.11)*

One further point in common from Kivisto (Serious Science, 2015) and Kymlicka (Global Centre for Pluralism, 2012) interviews is how multiculturalism has quietly been relatively successful in other countries, namely Canada. Additionally, people seem to acknowledge multiculturalism and have a sense that it "allows them to preserve their distinctiveness" (Kivisto on Multiculturalism and National Identity). Indeed, multiculturalism policy is a recognized policy of the Government of Canada which

*recognize and promote the understanding that multiculturalism reflects the cultural and racial diversity of Canadian society and acknowledges the freedom of all members of*

---

<sup>2</sup> Will Kymlicka is a political philosopher at Queens University specialized in issues of democracy and diversity, regarding citizenship and social justice within multicultural societies. More information available on <https://www.queensu.ca/politics/people/faculty/will-kymlicka>

*Canadian society to preserve, enhance and share their cultural heritage.* (Canadian Multiculturalism Act-3(1; a), 1985)

Before clarifying whether or not Luxembourg is in reality a multicultural country, let me point out that multiculturalism is a term with different meanings! In fact, the term multiculturalism has acquired multiple meanings/ forms across time and across countries. A country may be multicultural; however, this does not mean each country adopts a multicultural policy or the same form of multiculturalism (e.g., there are three major forms of multiculturalism: ‘symbolic’- celebration of ethnic heritages and the preservation and protection of cultural differences-, ‘structural’ – defends measures to be taken against any kind of disadvantage, inequalities, and discrimination- and ‘dialogical’- emphasis on a shared commitment to dialogue (Barret, 2013)). According to Barret (2013), a number of factors have contributed the rise of an array of different forms of *multiculturalism*, such as the differences in:

- the culture of the dominant majority groups,
- immigration history,
- indigenous national minority groups,
- the way in which minority groups living in different countries wish to be recognised and accommodated (Kymlicka (1995) differentiates two groups, ‘national minorities’ and ‘ethnic groups’)

Ideologically, multiculturalism “denotes a particular kind of policy approach which may be used for the management of culturally diverse societies. [...] Thus, a multiculturalist approach involves acknowledging and respecting the cultural needs of minority groups”. Consequently, it defends rather the integration of cultural distinctiveness of each and everyone and rejects the idea of cultural assimilation by a minority group to that of the dominant group. In practice, multiculturalism policy, according to Banting and Kymlicka and quoting from Barrett (2013), includes:

- The constitutional, legislative or parliamentary affirmation of multiculturalism at the central and/or regional and municipal levels
- The adoption of multiculturalism in the school curriculum
- The inclusion of ethnic representation and sensitivity in the mandate of public media or media licensing
- Exemptions from dress codes on religious grounds
- Allowing dual citizenship

- The funding of ethnic group organisations or activities
- The funding of bilingual education or mother-tongue instruction
- Affirmative action for disadvantaged immigrant groups

Nevertheless, we must keep in mind the different forms of multiculturalism and the variety of factors contributing to their distinctiveness. We may likewise distinguish the emergence of the term in Canada and Europe; on the one hand, the term was first developed in Canada as a policy of recognition which over the years evolved into a citizenship policy – today, “the concept of Canada as a “multicultural society” can be interpreted in different ways: descriptively (as a sociological fact), prescriptively (as ideology) or politically (as policy)” (Brosseau & Dewing, 2009) . In Europe, on the other hand, the expression was once used to positively describe the optimistic hope that societies would try to recognize and integrate diversity and consequently create successful multi-ethnic societies. Meanwhile, it became sort of a taboo word being replaced with other expressions like *cultural diversity*, *interculturalism*, *pluralism*, etc. In fact, the expression has received a lot of criticism and backlash and is seen as a failure. Criticism culminated mainly in political speeches, especially after a series of negative events, from different European leaders (Barret, 2013; Grillo, 2017; Kivisto, 2015), or former leaders, as mentioned at the beginning of the chapter. The different varieties, let us say, lead to the misuse and misconception of the meanings of multiculturalism. Thus, speeches from influential public figures on the “death of multiculturalism” and the encouragement on either *interculturalism* or other replaceable terms, “distorts and misrepresents multiculturalism both in theory and in practice” (Boucher and Maclure, 2018). *Interculturalism*, we may conclude, emerged as an “alternative to what was perceived as a failed multiculturalism” (Grillo, 2017). Said that, we may now approach the core features of interculturalism and compare it with those of multiculturalism and analyse whether or not they are very distinctive.

### **Core features of interculturalism**

At its core, *intercultural dialogue* is the main characteristic which distinguishes interculturalism. It refers to the “meeting of ideas, values, symbols and arguments” (Boucher and Maclure, 2018) which minority groups and dominant national group share. Quoting from Barrett (2013), some of interculturalism and consequently intercultural dialogue features are



- the interaction, dialogue and exchange,
- the aim to generate a strong sense of a cohesive society based on shared universal values -human rights, democracy, the rule of law, recognition of equal dignity and respect,
- the proposal of the need that citizens to be equipped with intercultural competence – which it needs to be learned (e.g., through education), practised and maintained throughout life,
- culturally neutral legal and institutional framework, as well as institutional structures,
- social justice – actions against all forms of racism and xenophobia, as well of actions against socio-economic disadvantages,
- the creation of places with equal access to everyone and places recruiting mixed workforce – e.g., schools, cultural venues, civil society organisations and associations, etc.,
- the performance at the community, organisational, institutional and international level and not only interpersonal level,

However, comparing the main ideals of both terms, some theorists like Meer and Modood (2012) believe that “conceptions of interculturalism are being positively contrasted with multiculturalism, especially as political ideas”. Additionally, the emphasis given to interculturalism for “encouraging communication, recognising dynamic identities, promoting unity and critiquing illiberal cultural practices” are, in truth, shared features with multiculturalism (to note, some features of interculturalism may be present in some versions of multiculturalism but not in others; intercultural interaction and dialogue, for example, are present in some versions of multiculturalism, like that of Parekh’s dialogical multiculturalism (Barrett, 2017)). But similar to multiculturalism, interculturalism too has different versions of which we may distinguish *European interculturalism*, *Québec interculturalism*, *Latin America interculturalism* (Grillo, 2017). Once more, time, space, historical events are at the centre of the existing varieties.

Once the term multiculturalism has been clarified along with its surrounding issues, its “death”, we may now be able to answer the question, Is Luxembourg multicultural?

In an e-mail (annex1) requesting help for this particular subject for my master thesis send to CAI, I questioned the Luxembourgish *Department on Integration* whether or not

Luxembourg was in fact a multicultural country<sup>3</sup>. Dr. Pierre Weiss, integration project manager, was kind enough to answer my doubt on the issue of multiculturalism in Luxembourg and made himself available for further questions. Dr. Weiss highlights the two points to be distinguished:

- I. multiculturalism as a social process
- II. multiculturalism as a political program or “integration model”

Cultural diversity is socially, culturally and economical enriching. In fact, owing its diversity to the thousands of people settling down in the duchy every year and to the cross-border workers, “cultural diversity is [...] part of everyday life of people in companies”, schools, shopping, on the streets, making Luxembourg a dynamic country. Cross-border mobility and immigrants are important elements of society, ergo contributors to the country’s cultural and linguistic diversity with a “lasting influence on culture, languages, history, and future, but also on solidarity and economy”. Currently 47,2% of the population living in the Grand Duchy are of foreign origin. Double nationalities are counted as a parcel of the national nationality which legitimates Dr. Weiss words on two-thirds of the population having an immigrant background. Most immigrant workers occupy lower positions based on their low skills as some public-sector positions are nonetheless preserved for nationals. Still, 45% of the jobs are occupied by other family members, students and researchers, refugees and cross-borders. International mobility and all integration programs available - both at European and national level- are de facto positive contributors for Luxembourg’s diversity. In Dr. Weiss’ words and considering the main idea of multiculturalism, Luxembourg could indeed “be seen as an empirical model of diversity and multiculturalism”. However, even in a country where nationals from all over the world arrive in masses, the hospitality of the natives can become hostile. The idea of widening horizons and embrace new cultures is appealing and welcomed by many. In theory, the idea is brilliant, but in practice people start to question the challenges society will have to face when opening to different cultures and get hesitant on the interaction procedures between these.

In the second point, unlike countries like Canada, Australia and the Netherlands, Luxembourg has not adopted multiculturalism as a policy. Dr. Weiss distinguishes multiculturalism between two visions of multiculturalism: the community-based model and the intercultural model. While the first model refers to a society where communities live

---

<sup>3</sup> To note, a publication studying the country’s history in terms of migration titled *About... Multicultural Luxembourg* is available in the online platform of the Luxembourg Government. However, the document dates to 2008. Therefore, this e-mail is with the intention to acknowledge its multiculturalism in present days.

“side by side”, Dr. Weiss identifies Luxembourg rather with the second model, a model which respects people’s cultural backgrounds but that, at the same time, builds “commonalities and values to support social cohesion and integration”. These two versions of multiculturalism are much like Kymlicka (1995) differentiates but who rather identifies these two types as “national minorities”, incorporated cultures which arise from the union of “previously self-governing, territorially concentrated cultures into a larger state” who wish to “maintain themselves as distinct societies alongside the majority culture” (p.10) and hold some autonomy and/or self- government; and “ethnic groups” who, as already mentioned early in this chapter, wish to integrate into the main society and be accepted as full members (p.11). After analyzing and distinguishing multi- and interculturalism, we may also conclude that the Grand Duchy is indeed simultaneously intercultural, which not only promotes intercultural dialogue but promotes a series of cultural events (CLAE<sup>4</sup> is one of the associations responsible for such events). Furthermore, later on, chapter II on integration will give us a perspective on at least one common shared features of multiculturalism and interculturalism, where “dialogue” and the active participation of authorities play a major role.

In the next chapter, I will address the issue of integration and integration procedures taken in hands by the Grand Duchy as well EU’s own action plan guiding Member States to a, at least hoped so, more harmonious coexistence between habitants. Integration is a fundamental element to keep a mixed society working with as much dignity and respect possible among minorities and dominant society. “Interaction and reciprocity” are essential and therefore efforts must be made by all involved, thus it is a two-side process not a one-way one.

---

<sup>4</sup> For more information on CLAE and their association visit <https://integratioun.lu/project/clae-4/> . CLAE has also put up an intercultural foundation, *Fondation Fonds Interculturel*.

## 1.2. Free Movement of People

One of the greatest achievements of the European Union is the *Free Movement of Persons*<sup>5</sup> which enables EU citizens to move and reside freely within the territory of the Member States. In fact, this great achievement has much to do with the abolishment of the internal border control within the Schengen Area benefiting the economy of the member countries and the daily lives of societies. EU citizens, and non-EU members of the Schengen Area, should be able to travel in an area of freedom, secure and justice (AFSJ). According to Commissioner for Migration, Home Affairs and Citizenship Dimitris Avramopoulos (2015),

*Europeans make over 1.25 billion journeys within the Schengen area every year. A Europe without internal borders brings huge benefits to the economy as well, which shows how tangible, popular and successful the Schengen achievement is and the importance it has for our daily lives and for our societies. [...] The creation of the Schengen area is one of the greatest achievements of the EU and it is irreversible. Now, free movement makes Europe smaller and unites us.*

EU citizens can enjoy a variety of benefits established by treaties confirming the right to free movement. Hence, like any other treaty or contract, restrictions may be applied. So, what are the benefits travellers can take from the *Free Movement of People*? As stated in the European Commission's official internet site, the *Free Movement* entitles EU citizens to:

- Job seeking in other EU countries without the need of a work permit
- To reside during the work period and the possibility to stay permanently afterwards
- To enjoy equal treatment with nationals while looking for employment, in working conditions, as well as all other social and tax advantages
- Have access to health and social security coverage

Furthermore, members of a worker's family are given the right to reside in the same country and to benefit from the same rights and professional qualifications may be recognised abroad (some criteria are here applied; therefore it is essential for one to check *the recognition of professional qualifications* laid down in Directive 2005/36/EC)<sup>6</sup>.

---

<sup>5</sup> For the full version on the legal basis on *Free Movement of People*, look into: Article 45 of the Charter of Fundamental Rights of the European Union; Article 3(2) of the Treaty on European Union (TEU); and Article 21 of the Treaty on the Functioning of the European Union (TFEU) – respectively titles IV and V.

<sup>6</sup> Obtaining recognition for professional experience can yet be a little challenging.

### **The Right to Look for a Job**

EU nationals have the right to reside in the host country while searching, applying, and be recruited for a job. In the meantime, the national employment offices must assist foreign jobseekers the same as their nationals and they cannot be expelled from the country when proven that they are looking for employment. Countries have, hence, exceptionally the right to reserve certain public-sector positions for their own nationals.

### **The Right to Reside**

As previously mentioned, all jobseekers and employees in another EU country are entitled to live in the host country<sup>7</sup>. Additionally, EU countries must facilitate the entry and residence of family members of the worker (registered partners, spouse, descendants under the age of 21 of either spouse or partners, dependent relatives).

### **Equal Treatment**

EU citizens are given the same rights and work conditions that nationals are entitled to and access to training of the country in question without “quantitative limits or discriminatory recruitment criteria” (EC) being applied – obviously, learning a host country’s national language is fundamental to help get integrated into society and helps people to get along in the new country, therefore, it is possible certain job offers may request some language skills. The language knowledge requirement must be necessary and reasonable for the task. The same applies for sportspersons and cross-border workers.

### **Family Members**

Leaving the family behind to work abroad is not easy. *The Free Movement of Persons* enables migrant workers to take their family members with them and gives them the right to reside and work in the country as well without discrimination and with the equal treatment. Children should not be neglected and must be given access to education as well as to study grants.

For countries like Luxembourg, whose society boasts in an incredible diversity, the creation of the Schengen Area and the abolishment of internal borders, which allows freedom of movement and residence, is a positive and resourceful achievement. Annually,

---

<sup>7</sup> Legal and administrative formalities can be required depending on the length of the stay.

the Grand Duchy of Luxembourg welcomes hundreds of foreigners ready to start a new life and get to work. Together with cross-borders, immigrants are fundamental elements who help the country's economy. On that account, Luxembourg's multiculturalism is the result of a union without borders, which permitted migrants from other EU Member States or members of the Schengen Area to seek for a job and, consequently, establishing themselves and their families permanently in the country, enriching the duchy's society with diversity.

### 1.3. Early Immigrations

With an area of 2586 km<sup>2</sup>, the Grand Duchy of Luxembourg now embraces 170 different nationalities, the result of decades of migrations which enriched the country's culture with diversity. The phenomenon of foreign presence is deep rooted in the country with registers showing foreign presence in the territory as early as the 16<sup>th</sup> and 17<sup>th</sup> centuries. Traveling back further in time, before establishing its actual borders and before being elevated to the rank of a duchy, Celts, Romans and Franks likewise inhabited the region. Yet, the real immigration waves and most important ones, determining today's Luxembourg's multiculturalism and multilingualism, occurred from the end of the 19<sup>th</sup> century onwards with the arrival of Italians, and close to the end of the century the arrival of Portuguese.

A significant increase in population (Figure 2) is notable at the beginning of the 20<sup>th</sup> century having been registered 235 954 people residing in the country of which 28 998 are of foreign origin, significantly higher than in the previous decades. STATEC's statistics reveal the evolution of the migratory movement in and to the duchy and the peaks of stronger migratory movement by foreigners (Chart 4). Despite this, the Grand Duchy has not always been an appealing migration destiny. In fact, because of the poor conditions people lived in back in the 19<sup>th</sup> century, many Luxembourgers migrated, leaving behind empty fields. Once an underdeveloped agrarian country who saw its inhabitants heading to countries like the United States, France and Banat region (present-day Romania), which led to the shortage of young labour, the industrialization era of the country "led to the Grand Duchy gradually changing from a land of emigration into a land of immigration" (Hausemer, 2008). Luxembourg's emigration period resulted, as mentioned, in the shortage of manpower urging the country to resort to outside help and consequently recruiting young foreign labour. They arrived at first as single guest workers, initially from Germany, France, and Belgium and later on from Italy. By 1920, Luxembourg had a significant increase in its foreign population for which 15,3%<sup>8</sup> represented the overall of the nation's population. The thriving society was, hence, affected by the outburst of the First World War<sup>9</sup>.

Trausch (2017) describes how the prosperity was put in halt during wartime. In fact, World War I triggered multiple social ruptures directly affecting the economy and society and subsequently the industries, leading to inflation and consequently to the reduction of

---

<sup>8</sup> To obtain the result of foreign population in 1910 in % it was calculated: (Total pop/Total for) =? x 100

<sup>9</sup> It is important to remember that Luxembourg was a neutral country dragged into war provoking havoc in the country.

purchasing workforce. The sharp decline in economic activity generated high unemployment, which resulted in the return of the guest-workers to their home country. The interwar period saw a slight increase once more in immigration, however, the economy crises from the thirties<sup>10</sup> and the run-up to the Second World War resulted once more in the loss of jobs. Industries were forced to lay off employees affecting “in particular immigrant workers who, without work, were obligated to return to their country of origin” (Thewes, 2017). Between 1913 and 1939 (Figure 3), foreign workers in the heavy industry were drastically reduced to more than half, result of the First World War and the economic crisis of the end of the 20s.

<b>Ouvriers étrangers dans l'industrie lourde par nationalité (%)</b>				
	<b>1913</b>	<b>1922</b>	<b>1929</b>	<b>1939</b>
Total étrangers, dont :	59,8	25,0	39,9	19,1
Italiens	29,0	7,7	12,5	5,0
Allemands	20,3	6,9	11,3	5,3
Belges	6,2	6,5	5,7	5,2
Français	2,7	2,5	3,0	1,5

**Table 1** Foreign workers in heavy industry by nationality (%) (Tausch, 2017)

Without-doubt, the Grand-Duchy experienced one of the “greatest ordeals of its existence” (Thewes, 2017) after being subjected to the Germans. Luxembourg faced a period of terror unleashed by its occupiers: deaths, imprisonment in concentration camps, deportations and hiding of resistances. In agreement with Hausemer (2008), foreigners were not welcomed by the Nazis by which they were persecuted, reducing Luxembourg’s foreign population to a mere 10% in 1947. As a matter of fact, nevertheless, the post-war period was an important turn point for Luxembourg: the nation achieved a significant progress in terms of modernisation and infrastructure, on account of the American aid – the Marshall Plan (Thewes, 2017).

First, Luxembourg was recognised internationally by the Allies after the war, an important step for a small country whose independence was many times questioned. Secondly, the duchy became a member of multilateral cooperation institutions such as the UN, Benelux, the OEEC (later OECD), the Brussels Pact, the Council of Europe and NATO. Thirdly, with the European unification, the Treaty of Maastricht followed by other treaties,

<sup>10</sup> After the Roaring Twenties, the world saw itself fall into a great economic crisis to which Luxembourg was not spared and which led to the rise of many European extremist political movements, most notably the Nazi regime of Adolf Hitler.



establishing a common foreign and security policy, Luxembourg slowly became a more and more desirable immigration destiny. Additionally, in 1957 Luxembourg was one of the signatories of the Treaties of Rome, founding the European Economic Community (EEC) and in 1965 Luxembourg City became one of the three European capitals executive bodies. Small at size but great in achievements. It did not take long for the Grand Duchy to become one of the most influential countries in Europe. Believe it or not, the tiny shoe-shaped country is home to some important Community institutions<sup>11</sup>:

- The Secretariat of the European Parliament
- The Court of Justice
- The European Investment Bank
- Numerous services of the European Commission
- The European Court of Auditors
- Etc.

Furthermore, Luxembourg's thriving economy is like Trausch (2017) puts "the product of circumstances combined with outside Luxembourg" (p.302). International banks established themselves in the country making the tertiary sector take over the steel industry which was in decline and soon it became the driving force of the Grand Duchy's economy.

Open to the world, its social peace, linked to political, economic, and social stability, are the reasons why the duchy hosts a vast variety of foreigners. The financial sector undergoes many challenges, however, the economic growth "has been accompanied by an acceleration growth in population" (Thewes, 2017) and in truth, immigrant population help and are likewise the reason for the growing economy. The Grand Duchy became, in short, an appealing opportunity for immigrants to prosper in life because of:

- economic opportunity;
- European capital;
- high quality of life;
- multilingual environment.

Luxembourg's population has significantly increased and today 47,2% (299 426 foreigners)<sup>12</sup> of the population is of foreign origin, remarkably higher than compared to previous decades – before the outburst of World War I, statistics show that only 15,3% of

---

<sup>11</sup> These institutions are established in the Kirchberg Plateau, "European quarter" of Luxembourg, its banking and financial center.

<sup>12</sup> Data on 1<sup>st</sup> January 2021 collected from STATEC – Population structure.

the total population were foreigners; traveling back, in 1875 and before Italians arrived in mass, foreign communities only represented 2,9% of the total population (Figure4).

#### **1.4. Influence of the Italians**

As previously seen, foreign immigration in the duchy is an ancient event that has occurred for centuries. Meanwhile, real immigration waves started after the independence of the sovereign state in 1839, from the end of the 19<sup>th</sup> century onwards (Hausemer, 2008). Border migrants and border workers have always been present in the country, however, the most important migratory waves occurred in the 20<sup>th</sup> century as Italians gradually arrived and established themselves in the duchy. Later on, the Portuguese would end up surpassing the Italians.

Considering that Luxembourg once was a struggling agrarian State needing outside manpower to help in the expansion of the steel industry after nationals left the country in search of better life conditions, single workers arrived from the neighbouring countries as well as from Poland and Italy. Workers were consequently needed to work in the mines and in factories. Compared to Italians, Germans and Belgians have been around in large scales. Italians on the other hand, had a significant increase going from a mere 71 immigrants in 1875 to a significant 10 138 in 1910 (Figure4). They indeed played an important role in the growth of the economic sector, notably in the heavy industry. Figure 3 reveals how foreign labour was predominant in the year of 1913 and just as the statistics show, 59,8% of the workers were of foreign origin of which 29,0% were Italians. Until 1939, despite the decrease in foreign labour due the crisis of the interwar period, Italians remained as the major labour force in the industry.

**Population totale par nationalité  
1875-1981**

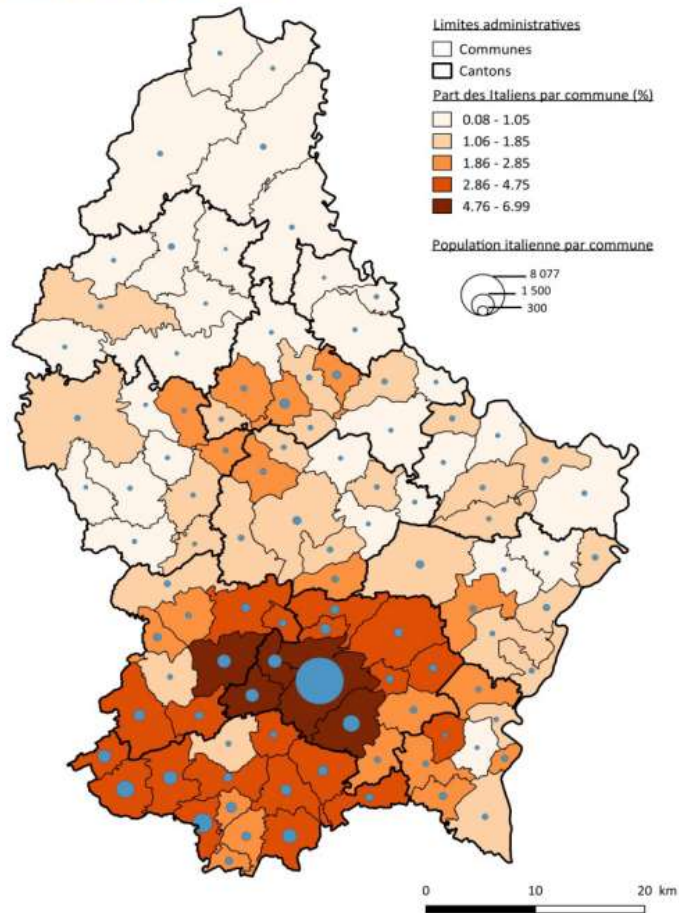
Nationalité	1875	1900	1880	1900	1910	1922	1930	1935	1947	1960	1966	1970	1981
NOMBRES ABSOLUS													
Population totale	205 158	209 570	211 068	235 954	259 891	260 767	299 993	296 913	290 992	314 889	334 790	339 841	364 602
Population luxembourgeoise	199 283	197 027	193 098	206 956	220 168	227 331	244 162	258 544	261 850	273 373	278 057	277 337	268 813
Population étrangère	5 895	12 543	17 990	28 988	39 723	33 436	55 831	38 369	29 142	41 516	56 733	62 504	95 789
Europe	5 889	12 535	17 926	28 945	39 608	31 577	53 089	36 212	26 114	37 671	...	...	82 400
Italie	71	219	439	7 432	10 138	6 170	14 050	9 268	7 622	15 708	24 902	23 490	22 257
Allemagne	3 497	8 412	12 298	14 931	21 782	15 501	23 576	16 815	7 525	7 941	7 950	7 800	8 851
France	853	1 085	1 425	1 895	2 103	4 335	4 669	3 478	3 680	5 003	7 168	8 473	11 940
Belgique	1 353	2 548	3 234	3 877	3 964	3 695	4 080	3 273	3 645	5 232	5 968	6 455	7 854
Pays-Bas	42	39	50	106	141	164	200	157	140	1 763	2 446	2 477	2 941
Portugal	...	...	...	...	...	...	...	...	...	...	1 147	5 783	29 309
Grande-Bretagne	...	...	...	...	...	...	...	...	...	115	...	394	2 027
Espagne	...	...	...	...	...	...	...	...	...	...	1 685	2 155	2 073
Yougoslavie	...	...	...	...	...	...	...	...	...	185	...	476	1 501
Danemark	...	...	...	...	...	...	...	...	...	...	...	...	802
Pologne	...	...	...	...	...	...	...	...	...	727	...	498	344
Suisse	13	33	76	134	161	181	289	151	185	333	...	336	463
Autres pays d'Europe	60	199	406	570	1 339	1 531	6 215	3 070	2 337	614	...	...	2 039
Etats-Unis d'Amérique	5	8	33	18	72	116	149	97	105	441	...	...	694
Autres pays d'Amérique	...	...	...	...	...	...	...	...	...	...	...	...	337
Afrique	...	...	...	24	...	3	9	2	4	...	3 100	1 889	624
Asie	...	...	...	...	7	...	23	15	12	...	...	...	579
Australie et Océanie	...	...	...	...	...	2	...	...	...	...	...	...	33
Nation, indéterm. et inconnue	...	...	31	3	38	10	...	30	247	787	3	905	98
Sans nationalité	...	...	...	...	...	1 718	2 542	2 000	3 646	2 533	2 384	1 373	1 024

**Table 2** Population by nationality (STATEC, 1990)

The run-up to the Second World War conducted to the loss of many jobs affecting especially foreign workers who ended up leaving the country. The destruction left behind by the events of World War II once more required external aid to help rebuild the nation. Surprisingly, the first to return to the duchy were the Italians (Hausemer, 2008). The German influx had slowly died down after the war and Italians notably surpassed Germans and by the 60s they represented 37,8% of the total of immigrants residing in the country, that is 5% of the total population (Figure4)<sup>13</sup>. The Italian community reached the peak between 1966 with a register of 24 902 people. As expected, Italians settled mainly in the south, the industrial area, and also in the centre – until today Italians maintain a preference to settle in the same region as the early arrivals (Figure5).

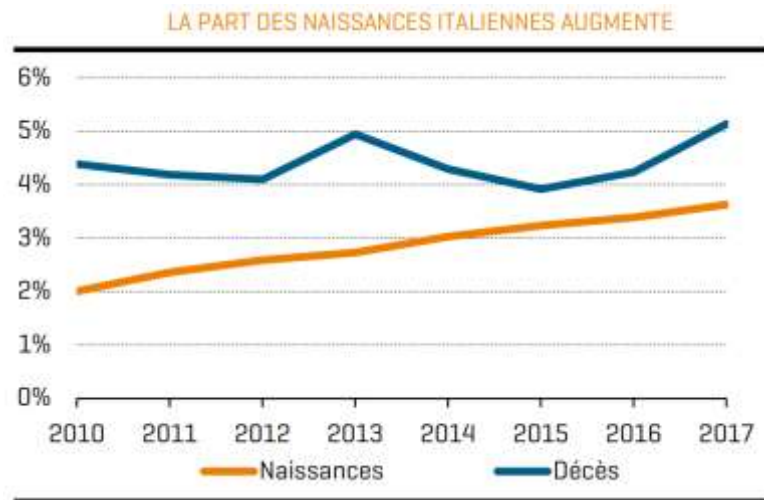
<sup>13</sup> The percentage of Italians in as part of the total population and total of foreign population, the follow calculation was performed: (Total population/Total Italians) =? x 100; (Total foreigners/Total Italians) =? X 100

NOMBRE ET PART DES ITALIENS DANS LA POPULATION DE LA  
COMMUNE AU 1<sup>ER</sup> JANVIER 2018



**Figure 1** Number and share of Italians in the population of the common as of January 1, 2018" (Peltier & Klein, 2018)

In 2018, on the occasion of the Italian National Day on June 2, STATEC presented some statistics regarding Italians in the Grand Duchy. As reported by STATEC, most Italians were born on Italian soil while only approximately 19.9% were born in Luxembourg – from 2010 until 2017, the birth rate of Italian babies in national ground has been on the rise (Figure5). Moreover, many Italians are inclined to apply for Luxembourgish neutralization – in 2017 63,2% of the acquisitions were from people born in the duchy while only 33% were from Italy (Peltier & Klein, 2018). It is important to emphasize the fact that in the beginning of 2018 about 3 524 people were registered as Luxembourgers although having Italian nationality too.



**Chart 1** *The share of Italian births is increasing" (Peltier & Klein, 2018)*

The dominant foreign community in mid-20<sup>th</sup> century, nevertheless, started to fade away in 1970 and by 1981 Italians were surpassed by the Portuguese (Figure4). With them a new migration wave arose making Portuguese the most important foreign community established in the Grand Duchy until today while the Italian community's presence dropped to 3,7% of the total population, an equivalent to 7,9% of the foreign population<sup>14</sup>.

To understand better the relationship between the Grand Duchy of Luxembourg and Portugal, chapter III is entirely devoted to the connection between both nations, reporting some of the most important events constituting the bilateral relation.

<sup>14</sup> STATEC recorded 23 532 Italians residing in the duchy on the 1<sup>st</sup> of January 2021. Formula to calculate the %: (Total population/Total Italians) =? x 100; (Total foreigners/Total Italians) =? X 100.

### **1.5. Influence of immigrants in natality**

Foreigners are essential contributors for the prosperity of a nation, taking on lower jobs and helping economic growth. Nonetheless, any adult who wishes to acquire Luxembourgish nationality is also contributing to the positive balance of the natality and mortality rate and may consequently enjoy civil and political rights that come with Luxembourg citizenship (e.g., jobs reserved for nationals, likewise public-sector positions). Furthermore, the applicant may apply for full or dual nationalisation by which in one way or another he or she will automatically start to be included in the statistics of the population with Luxembourgish nationality (Klein & Peltier, 2021, p.18-20). Thus, we may conclude that foreigners are in fact one of the fundamental pieces in society.

## Chapter II - Integration

Integration is a dynamic process that relies on the participation and contribution of different authorities that engage in projects in order to facilitate the inclusion of people into social, economic, political, and cultural life, fostering a sense of belonging. To integrate someone is to welcome that person into society by entitling her/him to equal treatment, enabling them to fully exercise their rights, have access to safety and to fundamental fields for a proper integration: education, employment, healthcare, and housing. This process can be hard and challenging and therefore the obstacles must be addressed to create just and adaptable policies to fulfil everyone's needs, migrants and host societies. Specially migrants from third countries face additional challenges and discrimination in a host country. Communication barriers, culture shock, discrimination, among others, are some obstacles that migrants face daily, which have to be overcome. For the successful overall integration of migrants and minorities, people must harmoniously come together and help in achieving this inclusion.

The European Commission has, therefore, presented an *Action Plan on Integration and Inclusion 2021-2027* that addresses fundamental principles and values that must be considered for a successful integration and inclusion of migrants and EU citizens with a migrant background to make "European societies more resilient, cohesive and prosperous". Furthermore, no one should be distinguished because of their ethnicity, religion, gender, or origin and for the same reason the EU has built synergies with other EU strategies to fight against inequalities. Whatever our origins might be, or our religion, all humans want to be treated with respect and dignity and have rights, wherefore the integration process should involve both parties, the host society, by offering mechanisms to help integrate, and migrants themselves, who are willing to make an effort to adjust and integrate and accept their responsibilities as part of the society. Considering that the "European way of life is an inclusive one" (EC,2020), integration policies are key to a long-term successful and well-functioning welcome-system for people who wish to come to Europe. An example of such is the Luxembourgish National Action Plan on Integration. It is important to start the integration process as early as possible. On that account, one part of this chapter will focus on the schooling of foreign children.



## 2.1. EU Action Plan on Integration and Inclusion 2021-2027

*The Union is founded on the values of respect for human dignity, freedom, democracy, equality, the rule of law and respect for human rights, including the rights of persons belonging to minorities. These values are common to the Member States in a society in which pluralism, non-discrimination, tolerance, justice, solidarity and equality between women and men prevail. (Article 2 of the Treaty on European Union)*

The article 2 from the Treaty on European Union above quoted reinforces the idea of an inclusive European way of life. The Member States of the European Union conjointly agree on shared competences regarding social policy; economic, social and territorial cohesion; as well as security and justice and additionally develop a common immigration policy “aimed at ensuring, at all stages, the efficient management of migration flows, fair treatment of third-country nationals residing legally in Member States” (Article 79 of the *Treaty on the Functioning of the European Union*).

Integration and inclusion are key for people who desire to emigrate to Europe. Compared to other countries, EU countries share fundamental common values essential to anyone who lives and participates in European society. Any kind of discrimination should be condemned, people should have the right to exercise their rights, freedom of speech and religion are much valued, and no community should be excluded. As seen in the previous chapter on Multiculturalism, for decades migrants have played a symbolic role in a country’s development and economy. The unfortunate COVID-19 crises has made all the more evident the contribution of migrants and EU citizens with a migrant background<sup>15</sup> on making “ongoing effort to keep basic services running in the Union during the COVID-19 epidemic” (Fasani and Mazza, 2020). However, migrants face persisting challenges which seem to be covered by a cloud of smoke. They are most likely to be exposed to the virus due their contact with people in an environment with reduced distancing, high incident of poverty and low housing conditions. Besides, even before the emerging of COVID-19, migrants were long exposed to disadvantages in terms of discrimination – even though a constant battle fighting all kinds of discrimination has been going on for years-, inequality in education, employment, healthcare and housing. It is a fight that must be addressed by all Member

---

<sup>15</sup> In this chapter, although most of the time I address the integration and inclusion process and actions to take for *migrants* successful inclusion, EU citizens with migrant background are equally implied since often they are equally socially excluded and discriminated considering their origins.

States as well as other key stakeholders in order to create strategies, transform and adapt mainstream policies for a more cohesive and inclusive society.

The EU *Action Plan on Integration and Inclusion 2021-2027* is built upon the achievements of the 2016 *Action Plan on the integration of third-country nationals* that contributed as a framework to support Member States' "efforts in developing and strengthening their integration policies, and describes the concrete measures for the Commission to implement in this regard" (EC, Action plan on the integration and integration) addressing the overall crucial areas of integration and not only the obstacles refugees face. Hereby, the 2021-2027 action plan presents its key principles and values to a quicker and more effective inclusion of newcomers into a Member State and help to overcome persisting obstacles:

- Inclusion for all – common policies and policies that satisfy everyone's needs promoting opportunities and inclusion for people at risk of exclusion;

- Targeted support where needed – newcomers will face multiple barriers to overcome. Thus, the host country should be able to offer several support mechanisms to help newcomers quickly integrate;

- Mainstreaming gender and anti-discrimination priorities – this action plan also respects the difference and the personal characteristics of each individual. Direct or indirect discrimination is a daily reality even for EU citizens with a migrant background. Hereby, the action plan will build on and complement other anti-discrimination strategies and action plans;

- Support at all stages of the integration process – integration process is an ongoing one. It never stops. It should be a long-term investment and start at the earliest moment possible and should be at anyone's disposition whenever needed;

- Maximising EU added value through multi-stakeholder partnerships – the EU may play a key role in the overall integration procedure, however, national governments, as well as local authorities, institutions, communities and migrants themselves, are equally responsible in welcoming and guiding a recent arrival in their new home.

The active participation of all collaborating identities is primordial to the achievement of the integration of minorities into the dominant society. This plan addresses measures to be taken in main sectoral areas where migrants are more vulnerable and at risk of exclusion. The main sectors, essential for migrants' integration, in which action is required are:

1. Education and Training – paves the way to a more inclusive society and prevents young people from forming extremist ideologies, among others. It is also the “foundation for successful participation in society as well the bridge between children and their families when families do not master the country’s language”;
2. Employment and skills – migrants contribute to economic growth. Yet, migrants’ work skills are often neglected and not properly acknowledged; therefore, along with the lack of mastering the country’s official language, they find it difficult to obtain a qualified job. In accordance with point one, Vocational Education and Training (VET) are offered to migrants to help enter the labour market;
3. Health – access to healthcare services is a reality for most Americans. Hence, access to healthcare services in Europe can also be a major obstacle for migrants and EU citizens with migration background and the 2020 pandemic came to reinforce the measures that have to be taken;
4. Housing – living conditions are fundamental for a successful integration. Member States should combat discrimination on the housing market with tools provided by the EU and migrants shall have affordable and adequate housing, including the option for social housing.

Finally, the plan presents the five actions supporting effective integration and inclusion in all sectoral areas:

1. Building strong partnerships for a more effective integration process
2. Increasing opportunities for EU funding under the 2021-2027 Multi-annual Financial Framework
3. Fostering participation and encounters with host society
4. Enhancing the use of new technologies and digital tools for integration and inclusion
5. Monitoring progress: towards an evidence-based integration and inclusion policy

Some of the mentioned above, like the use of new technologies and digital tools, are relatable to the integration and inclusion process in Luxembourg, since many governmental webpages enable now documents and the option to choose other languages, such as Portuguese, taking into account that the Portuguese community is the largest foreign community in Luxembourg and Portuguese is the fourth most spoken language in the country. Additionally, between the 7<sup>th</sup> and 8<sup>th</sup> of May 2021, a *Social Summit* was held in Porto where the Portuguese Presidency of the Council of the EU and the two institutions of the Union – Parliament and Commission- and social partners signed the *Porto Social Commitment* to “create the synergies for an inclusive, sustainable, fair and job-creating recovery” – based on the European Pillar of Social Rights<sup>16</sup> proclaimed in the 2017 Social Summit held in Gothenburg-, “ensuring that we face present and future challenges without leaving no one behind” (2021Portugal.EU).

The European Pillar of Social Rights’ action plan is aimed to create “more and better jobs”, promote “qualifications and equality”, and improve “social protection and inclusion”. There are also three main goals wished to be achieved by 2030: elevated rate of employment in the EU (78%), having at least 60% of adults attending training courses, and reducing people at risk of social exclusion and poverty.

---

<sup>16</sup> The European Pillar of Social Rights is build upon 20 principles.

# European Pillar of Social Rights

The three goals for 2030 proposed in the

# Action Plan



An employment rate of at least

**78%**

in the EU

This goal includes three sub-goals:

Cutting the difference between employment rates for men and women by half in comparison to the figures for 2019

Increasing the availability of childcare services (aged 0-5)

Reducing the rate of young people (aged 15-29) who are NEET ("not in employment, education or training")

12,6% in 2019  9% in 2030



At least

**60%**

of adults attending training courses every year

This goal includes two sub-goals:



of adults with at least basic digital skills

Lowering school dropout rates



Reducing the number of people at risk of social exclusion or poverty by at least

**15**

million people

including

**5**

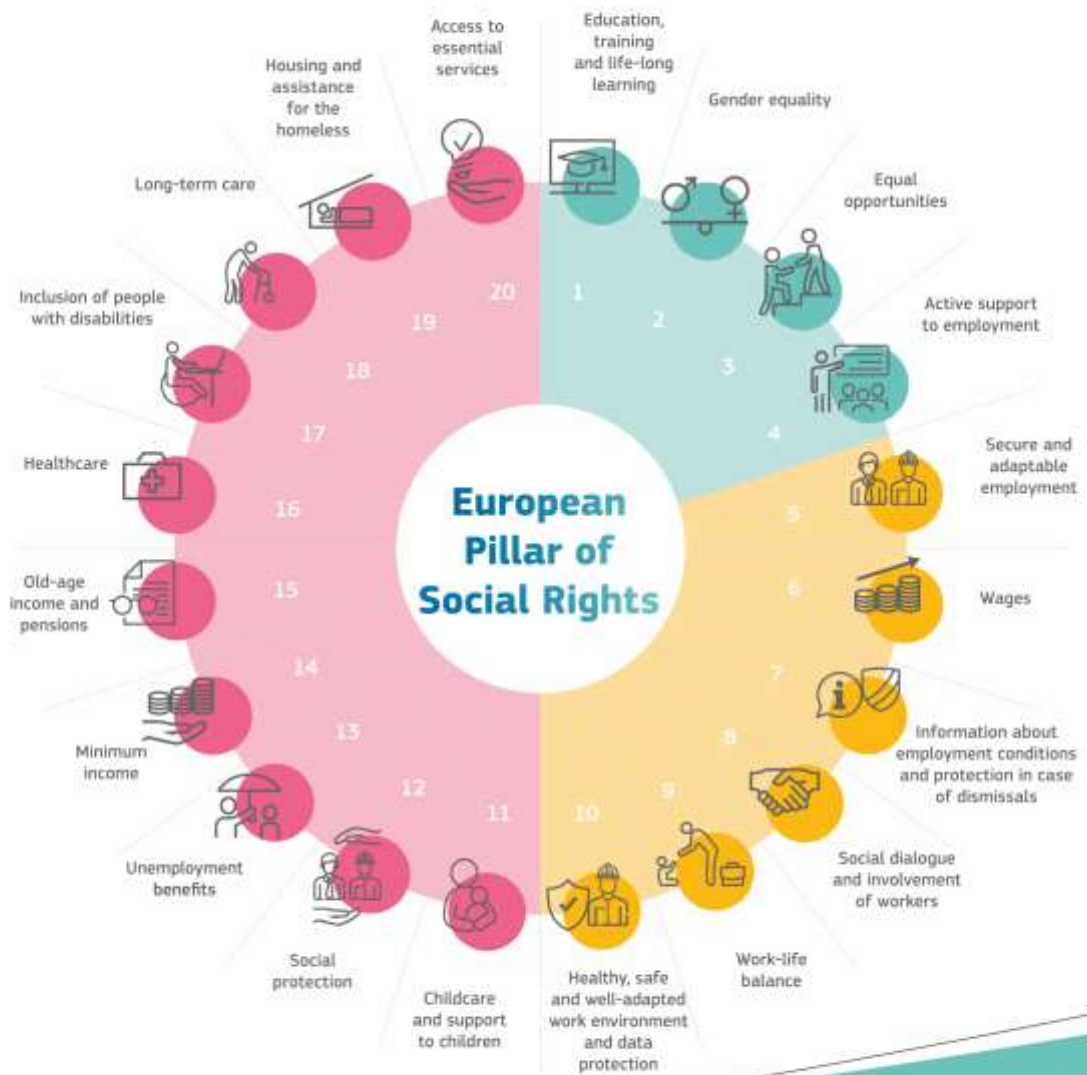
million children



#SocialRights

Figure 3 Three goals of the Action Plan on EPSR taken from 2021Portugal.EU

# The 20 principles of the European Pillar of Social Rights



#SocialRights

Figure 4 The 20 principles of the EPSR taken from 2021Portugal.EU

## 2.2. Welcoming and integrating foreigners in the Grand Duchy of Luxembourg

The success for a long-lasting and functional multi-diverse society in Luxembourg is in part thanks to its integration policies and organisms which provide a wide range of programs for newcomers of all ages and stages. Luxembourg sees its population growing year after year with the arrival of hundreds of migrants. Therefore, a mutual commitment between State authorities and foreigners is necessary as this will benefit the entire society, leading to a successful integration.

The 2008 law regarding the welcoming and integration of foreigners in the Grand Duchy of Luxembourg (signed on 16 December 2008) is in line with the European Commission action plan on integration and inclusion. This law is aimed at all foreigners legally residing in the duchy and suffered some modifications in certain sectors, namely on the reception of applicants for international protection, and temporary protection by the law of 4 December 2019 which establishes the National Reception Office (ONA)<sup>17</sup>. Legal immigrants should manifest their will to take part in the societal life of the host country, whereby on social, economic, cultural and political level, necessary steps should be taken by the State, local authorities (municipalities) and civil society itself, to encourage and facilitate this process. An optional two-year long-lasting contract - the *Welcome and Integration Contract* (Contrat d'accueil et d'intégration - CAI)- concluded between foreigners and the *Ministry of Family Affairs, Integration and the Greater Region* - is available to anyone non-national, new arrivals or legally resides, who wish to settle permanently in the country and benefit from the measures assigned by CAI:

- language training courses at a reduced rate
- free citizenship education courses
- orientation day

Once the contract is fully accomplished, foreigner may benefit from it on acquiring the nationality (by option) and for obtaining the status of long-term resident.

Another high point of Luxembourg's integration progress is the creation of the government advisory body CNE (National Council of Foreigners) for all questions related to foreigners and their integration. According to the law of 16 December of 2008, CNE is responsible for studying, either on its own initiative or at the request of the Government,

---

<sup>17</sup>ONA substitutes the Luxembourg Office for Reception and Integration (OLAI). ONA is an administration under the authority of the Ministry collaborating with local, state, international and European governing bodies having Asylum in his remits.

issues concerning foreigners and their integration. This government advisory body undertakes to give its opinion on governmental projects regarding integration which are considered useful and the CNE itself is free to present to the Government a proposal that it deems useful for improving the situation of foreigners and their families. Furthermore, the National Council of Foreigners ought to submit to the Government an annual report on the integration of foreigners in Luxembourg as predicted on one of the five actions supporting effective integration and inclusion in the European *Action Plan on Integration and Inclusion 2021-2027*.

Other helpful stakeholders include *ASTI Support for Migrant Workers*, *CLAE - Liaison and Action Committee for Foreigners*, *Luxembourg Accueil Association*, *SECAM Foreign Students Schooling Service* and *CASNA School Reception Unit*, *Caritas Luxembourg*, *Just Arrived*, among others. Similarly to the European Commission, the Grand Duchy of Luxembourg has also developed an annually *National Action Plan on Integration*.



### 2.3. National Action Plan on Integration 2018

With almost half its population being of foreign origin, the Grand Duchy of Luxembourg established a national action plan to help foster and integrate immigrants and refugees arriving in big scale at the country. Discrimination and inequalities are a reality for many residing in the territory – the ones who hold Luxembourg nationality having a migrant background are likewise target of discrimination. Furthermore, language barriers and culture shock difficult the lives of immigrants who wish to be involved in society. Therefore, an action plan comprising integration and reception is much welcomed in a multi-diverse society like Luxembourg's respecting the Charter of Fundamental Rights of the European Union<sup>18</sup>.

A first action plan on integration and fight against discrimination (PAN 2010-2014), whose legal basis can be found in article 6 of the amended law of 16 December 2008 relating to the reception and integration of foreigners in the duchy, was draft and published in 2010 and built upon the 11 common basic principles for immigrant integration policy in the EU<sup>19</sup>.

The 2018 NAP for Integration, implemented by the Ministry of Family and Integration, is a strategic evolving unlimited by time framework, revisable and adaptable to the needs of the changing conditions and realities over the course of the years, ~~and succeeds the previous action plan~~. Having traced measures and objectives for two areas of action, mainly:

- I. the reception and social support of applicants for international protection
- II. the integration of all non-Luxembourgers residing in the territory,

NAP completes these initiatives with three interdisciplinary domains which help guide the actions:

- 1) access to information and interaction
- 2) the quality of the measurements
- 3) national and international cooperation and coordination.

The annual report on the results of monitoring and evaluations carried will help the concerned actors – governmental institutions and civil society- operate in the lacking fields

---

<sup>18</sup> <https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX:12012P/TXT>

<sup>19</sup> <https://ec.europa.eu/migrant-integration/librarydoc/common-basic-principles-for-immigrant-integration-policy-in-the-eu>

and elaborate integrational projects. Moreover, the action plan approaches the fight against discrimination as well as inequality of opportunities and the promotion of diversity.

### **Projects under the Action Plan on Integration**

In a press release by Ministry of Family Affairs, Integration and the Greater Region on 13 July 2021, Minister Corinne Cahen announced the ten projects promoting integration in Luxembourg to be fund by the Department of Integration of the Ministry of Family Affairs, Integration and the Greater Region between 1 July 2021 and 31 December 2022. The 10 projects are divided into two areas:

- Diversity and combating discrimination
- Language acquisition and practice.

On the website of the Ministry of Family Affairs, Integration and the Greater Region, the Department of Integration enables the 13 key results of the 2020 projects along with the 10 selected projects of 2021<sup>20</sup>.

---

<sup>20</sup> <https://mfamigr.gouvernement.lu/fr/le-ministere/attributions/integration/integrationsprojekte/projets.html>

## 2.4. Schooling

Education is a fundamental part of children's lives, at any age. It enables children to develop social skills as well as to share cultural differences and prepares pupils to live in a society culturally diversified. The earlier the integration proceeds, the less propitious radical extremist ideals are to be developed. New generations have access to worldwide information to be instructed to create a "new world", a world of tolerance, respect and equality. They have the tools and the knowledge their ancestors did not have. Moreover, young people are now better equipped to distinguish reliable sources and information from unreliable ones. It is also pertinent to mention that schooling is mandatory which entitles children residing in the Grand-Duchy of Luxembourg to attend any public school, enabling them to be in contact with other origins and consequently have a more open mind towards them:

*Tout enfant habitant le territoire du Grand-Duché âgé de trois ans ou plus a droit à une formation scolaire qui, complétant l'action de sa famille, concourt à son éducation. Ce droit est garanti par l'État conformément aux dispositions des lois régissant les différents ordres d'enseignement. (Journal Officiel du Grand-Duché de Luxembourg)*

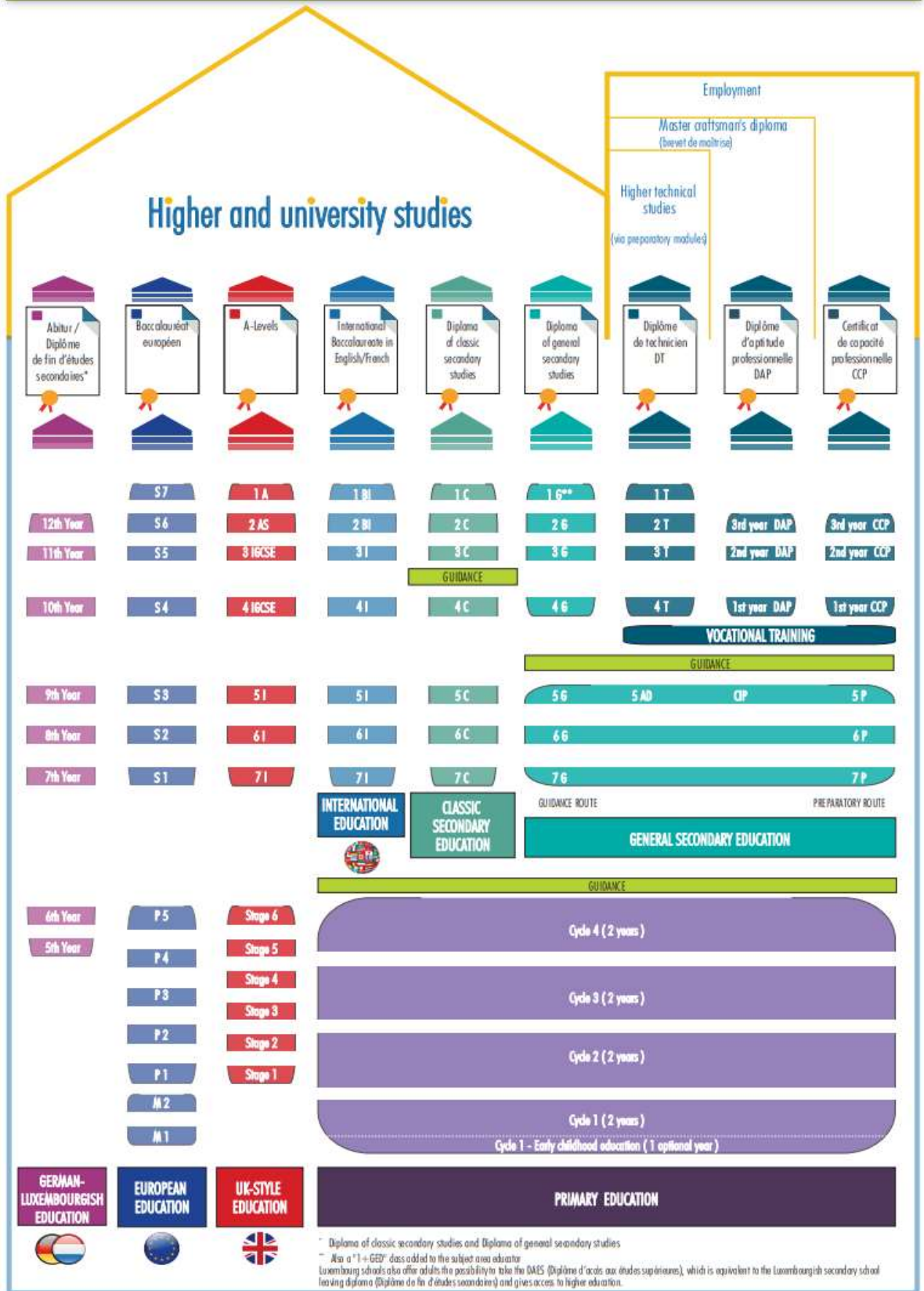
Luxembourg is clear on children of compulsory school age: no child may be refused schooling, whichever the parents' status, his or her nationality, religion, gender, or race. All children must be enrolled at a school. It is, no doubt, the best way to integrate and help someone to adjust to a "new world", a different country, a different society with distinct costumes and traditions, especially for children who are at the peak of cognitive development. According to European Commission/EACEA/Eurydice report, Luxembourg stands out for its multilingual education: pupils are firstly introduced to the nation's language, Luxembourgish and right after they must learn German, French and English during compulsory education. Along with Iceland, the two countries are the only ones where all children in general education are required to study three languages. Whilst the trilingual educational system is a big asset for a world without borders, students with different linguistic background are faced with challenges to overcome barriers.

The key data of the European Commission report shows that in 2015 84.5% of 15-year-old students in Luxembourg "speak a different language at home to the language of schooling", of which 21,8% of the students speak Portuguese at home. Language teaching holds a central part in the Grand Duchy's education system, and it is crucial for newly arrived or children not mastering Luxembourgish or German to connect with them as soon as possible. Thus, foreign children may benefit from linguistic tutoring hours and "several

structures have been set up to welcome and guide new arrivals aged 12 to 24 in Luxembourg” (JustArrived).

Next, we are going to see firstly how the school system works in the Grand Duchy to afterwards introduce how schools operate to welcome and integrate foreign students in the education cycle. Then, we will move on to highlight the importance of language teaching in Luxembourg’s education system and pass on to the support given to educators and school authorities, students and parents.

# THE PUBLIC SCHOOL SYSTEM IN THE GRAND DUCHY OF LUXEMBOURG 2020 - 2021



## GENERAL OVERVIEW

Figure 5 Public school system taken from MEN

### **2.4.1. School system**

In the Grand Duchy, school attendance is compulsory between the age of 4 and 16. Every child must be enrolled in a school regardless of its parents' status, origins, religious beliefs, etc. The school system is built with the aim of adapting students according to their abilities, thus providing a series of different offers depending on their age, limitations and goals.

From the early reception to the later ones, children welcomed in the duchy should not be discriminated in any kind of way. Therefore, learning support in primary school and high school like welcome classes, integrated classes and intercultural mediators are provided to help newly arrived pupils to integrate and adapt to a new education system and achieve the required level in both languages, German and French, with the help of specialized services for foreign children like SECAM and CASNA.

Learning a language and, additionally, all of the school subjects simultaneously is already challenging for a pupil who does not speak the teaching language at home but who attends school since the first cycle. Adapting to a new education system and learning a new language can be specially defying for newcomers who have had very little contact or none at all with the languages. Therefore, foreign pupils are presented with several help offers at their arrival.

First, parents of 3 to 11-year-olds must enrol their children in school; then they will be placed in a regular standard class to interact with children who master Luxembourgish in order to get used to the language, so they do not need to spend much time in intensive language classes (welcome classes).

Second, newcomers aged over twelve, who wish to continue studies, are orientated through CASNA, school reception unit, which provides information about the school system and tutoring proposals to which the student get attached to be prepared to integrate one of the streams in general secondary depending on his/her school competences, language knowledge and age.

Last but not least, young adults with ages between 18 and 24 may also contact the foreign students schooling service SECAM which supplies adult training courses for those who, apart from the regular classes, wish to join a vocational training or prepare to enter the job market and want to learn at least one of the official languages. Adults over 24 may as well contact the adult training services SFA for support such as basic education, general and

citizenship training, enabling adults to obtain the required level of education or diploma to continue studies.

#### **2.4.2. Early childhood education**

A plurilingual programme was created in 2017 for infants aged from one to four years. This programme is aimed for every young child from any parent residing in the Grand Duchy of Luxembourg independent of their origin. Children are daily exposed to the Luxembourgish language as well as to French in a 20h free supervision. Little children's curiosity allows them to develop quicker cognitive competences and learn new languages easier. Also, it is given importance to the infant's mother-tongue MEN's *Système Éducatif Luxembourgeois*, children are encouraged to express themselves in their native language which shows to be an essential condition for their identity and language development.

#### **2.4.3. Primary Education**

Elementary school is subdivided into four cycles – each cycle takes two years- in which children between the ages of three and eleven attend. The first cycle, pre-primary, is divided into two phases: one year, optional, of *éducation précoce* (early childhood education and care), for children aged 3 to 5; and two years of *éducation préscolaire* (preschool education). Here, pupils start learning and interact in Luxembourgish. Cycles 2 to 4 (ages 6 to 11) correspond to primary education in which pupils start to learn two foreign languages one right after the other, German and French, of which all subjects are taught in the first learnt foreign language, German.

Elementary school is a valuable means for children to start interacting with different cultures, nationalities and languages. Each child should be equally treated and taught, with no discrimination, and learn to embrace each other's differences. In addition, “children, especially in the early years, are like little sponges, absorbing all the information around them and then actively making sense of it” (Theirworld). As a result, children grow up with a broader picture of the heterogeneous world and the society in which they live in.

#### **2.4.3.1. Welcome classes (Cours d'accueil)**

Elementary schools in Luxembourg offer “cours d'appui” (learning support) for children who express difficulties in any of the school-subjects. Moreover, Municipalities may also provide newly arrived pupils, who do not have the necessary language skills required for them to follow the course programme in regular classes, with welcome classes (Guichet.lu). The main purpose of these classes is, therefore, to help pupils to integrate into to educational system more easily by supporting them with intensive teaching in languages: first in German and later in French. An introduction to Luxembourgish may be given depending on the child's progress in acquiring either German or French. In addition, students' familiarization with one of the mandatory languages and the similarities to their mother-tongue are considered when the first language to be taught intensively for the pupil is chosen.

#### **2.4.3.2. Integrated classes for Portuguese-speaking children**

In 2019, 52.5% of the inhabitants of the duchy were of Luxembourgish nationality whilst 47.5% were of foreign origin and 15,6% of the overall population were of Portuguese origin. According to MEN's 2019/2020 global statistics and analysis of school results in fundamental school, 54.1% of the students enrolled in primary school are of Luxembourgish nationality and 45.9% derive from 131 other nationalities of which 18.7% correspond to Portuguese origin. Pupils of Portuguese origin represent an important number in primary education. To enhance their importance, integrated classes taught in mother-tongue Portuguese have been implemented as part of the school curriculum in order that Portuguese students may maintain contact with their origins by practicing the language and learning subjects like natural science, history and geography in Portuguese (MEN). Furthermore, the Portuguese Embassy may offer parallel Portuguese courses outside school hours.



#### **2.4.4. Secondary Education**

The two last years of fundamental school are crucial for the students' future in secondary education: teachers from upper education evaluate the students' profile and orientate them towards the most appropriate "level" according to their aspirations and capacities which will determine the path they will follow. Depending on their results and interests, as mentioned before, there are several paths the pupil may follow. In regular public education for instance, there are three paths' students can end up in (MEN):

- Classical secondary education (ESC) – the so called "elite" education, for advanced students with excellent academic level who master Maths, German and French;
- General secondary education (ESG) – is organized in two streams: the guidance (orientation) stream and preparation (préparation) stream. The guidance stream is for students who have successfully acquired the skills required in elementary school while preparatory is rather for students who do not have acquired sufficient basic skills needed and are prepared to join the guidance stream or continue via vocational training;
- Professional training.

Furthermore, students may attend also attend European education, international education, British education, German-Luxembourgish education. This differentiating educational offers aim to "give every student a chance to reach the highest possible qualification based on the student's capacities and interests, independently of his/her origin" (MEN). Pupils recently arrived in the duchy are not excluded from aid provided by the Government in schools and are placed in, like in primary school, welcome classes (classe d'accueil) or in classes taught in a different language than the lingua franca used – French-speaking insertion class (classe francophone).

#### **2.4.4.1. Welcome Classes**

In general, secondary education, newly arrived students with no knowledge or little in the mandatory teaching languages, are offered welcome classes similar to primary education. Here, students between 12 and 15 years old are taught French intensively and introduced to Luxembourgish until the class council analyses each pupil's competencies and decides on the best time for him/her to join the most appropriate class (MEN).

Additionally, welcome classes for young adults aged 16 and 17 (CLIJA - classes d'accueil pour jeunes adultes) and for adults of 18 to 24 years old (CLIJA+ - classe d'accueil pour jeunes adultes plus) are provided in French for those who wish for social and financial independence as well for those who want to access general secondary education.

#### **2.4.4.2. Insertion classes**

Insertion classes (classe d'insertion) are classes for foreign students with little or no knowledge in any of the languages taught in the Grand Duchy but who, on the other hand, have "achieved a very good academic level in their country of origin" (MEN). Depending on their acquaintance to one of the languages, students are placed in Francophone or Germanophone classes where they are intensively tutored in the respective languages.

#### **2.4.4.3. International Education**

Luxembourg provides international education to meet the needs of students of different origins. These schools offer French-speaking, English-speaking and German-speaking sections in primary and secondary education. Some European public education secondary establishments even offer Portuguese as "Langue1" (first language), to help students maintain contact with their native language and their roots whilst using it at school.

### 2.4.5. Languages

Being a trilingual country, teaching languages is a central feature in the Duchy's education system. Pupils are introduced to the three official languages – 'Lëtzebuergesch', German and French- from an early age on, gradually. The knowledge of more than one foreign language can be beneficial in many aspects: it enhances opportunities in different sectors and creates a broader range of job opportunities, it is also a way to overcome cultural barriers and avoid misunderstandings caused by poor communication skills, especially for Luxembourg which uses French and German for its "intensive exchanges with its neighbours and its geographical position at the meeting point of two major linguistic areas" (MEN.lu). Furthermore, according to MEN's 2020 *Accueillir et intégrer*, studying languages opens horizons for children. They increase pupil's motivation to learn languages, foster a positive attitude towards linguistic diversity as well cultural, and arises student's curiosity for the specificities of different languages, enabling them to recognize different writing systems – also called *visual discrimination*- and/or recognize similarities and differences between sounds - auditory discrimination, which facilitates the learning of further languages.

It is, therefore, indispensable for newly arrived to be taught as soon as possible the main languages of the country. The plurilingual education system, "one of the biggest assets for young people in a world without borders" (MEN), is, however, a challenge for students of different linguistic backgrounds especially for children of immigrant parents.

In order not to harm newcomers in any kind of way, schools, public as well as private ones, offer international and/or welcome classes to help students integrate and also provide intercultural mediators which helps both students and parents in translation. In the following subchapters, I choose to talk about the schooling of the three main languages of the country which are acquired in the first years of fundamental schooling and the different options for children newly arrived with little or no knowledge in any of the three administrative and legislative languages.

#### **2.4.5.1. 'Lëtzebuergesch'**

Luxembourgish, a Moselle-Franconian dialect being a mixture of French and German, is the national language of the Grand Duchy of Luxembourg recognized since 1984. Learning a country's national language is a powerful tool of integration. Therefore, children begin learning Luxembourgish in preschool (between the ages of 3 and 5). They learn how to communicate and express themselves in the nation's language. As seen above in 2.1.1., children as young as one year old may attend the plurilingual programme in early childhood education, where they are exposed to the Luxembourgish and French languages. Luxembourgish is a fundamental integration factor which helps to build a solid base for German literacy in primary education, particularly for children who do not have Luxembourgish as their native language (MEN).

#### **2.4.5.2. German**

Apart from the national language, German is the most important one. Pupils may speak Luxembourgish in class, however, when they enter cycle 2, German becomes their lingua franca. All school subjects are taught in German, except for French, until transitioning from basic to secondary where a varied opportunities are available for students with different skills.

#### **2.4.5.3. French**

Children may have their first contact with the French language as early as in Cycle1. However, pupils only start with French lessons in Cycle2, where they learn how to speak first, and from Cycle3 onwards they learn written French. The French language lasts throughout high school where most of the subjects are taught in French (e.g., Mathematics was taught in German in elementary school, whilst in high school it is taught in French).

#### **2.4.5.4. English**

Unlike other European countries where English is the first foreign language to be taught and at an early stage, in Luxembourg students are first introduced to the English language in the 8<sup>th</sup> grade (6G) and learn it from onwards on. In addition, vocational

training courses can be offered in English (e.g., Lycée technique privé Émile Metz) and students with an excellent academic level may opt for International Baccalaureate (IB) taught in English.

#### **2.4.5.5. Portuguese**

In some European Public Schools in Luxembourg, Portuguese language is offered as an optional language among French, German and English. It is the case in *École internationale à Differdange & Esch-sur-Alzette* (EIDE) and at *École internationale de Mondorf-les-Bains* (EIMLB) and schools leading to the European Baccalaureate, likewise in EIDE and at EIMLB. Additionally, according to MEN students in 5th year of classical secondary education may add a fourth language to their curriculum (Italian, Portuguese, or Spanish). Furthermore, primary schools may offer integrated classes taught in Portuguese as part of the school timetable.

### 2.4.6. Intercultural Mediators

Intercultural mediators are a valuable help for students when they first arrive. An intercultural mediator speaks one or more foreign languages and can be request free of charges by anyone above mentioned. Their intervention (only within the school framework) is not limited to translate information to the recent-arrived student and their parents, additionally they work as a “bridge” to ease the interaction between teacher and parents-student, translate school documents and transmit messages between the various stakeholders, help occasionally or regularly in class and assist parents in school report interviews (MEN). Intercultural speakers on the following languages may be requested:

Albanian,	Arabic,	Bosnian-Croatian- Macedonian- Serbian,	Bulgarian,	Cape Verdean creole,
Chinese,	Czech,	Dutch,	Filipino,	Greek,
Guinean creole,	Hungarian,	Italian,	Korean,	Kurdish,
Nepalese,	Persian,	Polish,	Portuguese,	Russian,
Slovakian,	Spanish,	Turkish,	Ukrainian	Vietnamese
Languages of the Duchy		Other languages on request		

**Table 3** *Intercultural mediators*

## **Chapter III - Relationship with Portugal**

Both preview chapters help us understand the dynamism of Luxembourg and how its capital became one of the three European capitals that form the executive bodies of the EEC. In fact, either chapter guides us through a journey of migration affirming the importance of immigrants in the development of a society that today embraces 170 nationalities.

The Grand Duchy of Luxembourg saw its Portuguese community grow towards the end of the 20<sup>th</sup> century. Surpassing the Italians, the Portuguese community represents now the largest foreign community in the duchy (31,5% of the total of foreigners residing in the country). The relationship between the two nations is much older than people might believe. With more than decades of migration, the union between both countries began most importantly because of personal reasons in late 19<sup>th</sup> century with the celebration of the union between the Crown Prince William IV and Infanta Marie-Anne of Braganza.

In this final chapter, I will first address the pre-existing relation between Luxembourg and Portugal and how this early unity came to be of great importance. Then, I will pass on to early immigrations to the Grand Duchy to finally focus more on the Portuguese community and other underlying community-related themes and finish with a personal point of view on the Portuguese living in Luxembourg, adding examples of personal experience.



### **3.1. Pre-Existing Relations**

The relation between Portugal and the Grand Duchy of Luxembourg is far older than people tend to believe. In truth, the bond between the two countries is previous to the first Portuguese immigrants to Luxembourg. Being a relatively young State, Luxembourg acquired its independency only in 1839 and many European States, namely Portugal, saw the need to establish a diplomatique relationship with the new State. In 1891, Portugal nominated Viscount of Pindela, Vicente Pinheiro Lobo Machado de Mello e Almada (1852-1922), ambassador to the Hague (western Netherlands) as an “envoyé extraordinaire et Ministre Plénipotentiaire auprès de Son Altesse Royal le Grand-Duc de Luxembourg” (MNHA,2016) to engage both countries in a diplomatic relation. But the real ties between the two nations occurred two years later with the union through marriage of Crown Prince William IV and Infanta Marie-Anne of Braganza.

Crown Grand Duke William IV firstly met Marie-Anne of Braganza, Infanta of Portugal, in 1884 and married later in 1893. After the death of his father Adolphe de Nassau Grand Duke of Luxembourg and first sovereign of the nation after “the personal union between Luxembourg and the Netherlands came to an end” (Information and Press Service of the Government, 2002), Prince William IV rose to the throne in 1905 and together with Infanta Marie-Anne, the couple became the second sovereigns of the dutchy. The duchess bore six daughters of which two - Princess Marie-Adelaïde and Princess Charlotte, grandmother of Grand Duke Henri - played an important role in the development of the history of the sovereignty.

Following the death of Grand Duke William IV, Grand Duchess Marie-Anne of Braganza played an important role in the dynasty by first becoming the representative of the monarchy, ruling as temporary regent until their daughter Princess Marie-Adelaïde reached adulthood; and secondly by “assuring the country’s autonomy” (Pablo Chimienti, 2018). At that time, the succession to the throne was regulated by Salic Laws which prevented female successors, therefore, before his death, Grand Duke William IV “promulgated a new family statue in 1907, under which his eldest daughter, Princess Marie-Adelaïde, was declared heiress to the throne” (Information and Press Service of the Government, 2002). Additionally, the matrimonial union between the hire of the Grand Duchy and the Portuguese Infanta strengthened the political ties between Luxembourg and Portugal, which were of great help during the Nazi Germany invasions to Luxembourg in mid-20<sup>th</sup> century.

Neutral country since 1867, the Grand Duchy of Luxembourg had its neutrality profaned by the invasion of the Germans in both World Wars. Luxembourg was a “country

marked by serious internal dissension” (Thewes, 2017) after the First World War, triggering social conflict compromising consequently the position of the Duchess, who was blamed for receiving Kaiser Wilhelm II (InfoPressServiceGov). (Não percebi muito bem esta parte.) Questioned for her actions, the Grand Duchess abdicated in favour of her sister Princess Charlotte. Her ascension was largely approved by the referendum of the 28<sup>th</sup> of September 1919 and whereas, according to Trausch (2017), 19,6% of the voters favoured the establishment of the republic. In her first years as a ruler right after the First World War, Grand Duchess Charlotte faced some turbulent times. The monarchy was facing a hectic period for partaking even if involuntarily in the war and was facing “deep social problems, linked to the rising prices and supply and supply difficulties” (Trausch, 2017). As a result of the exuberant rise of prices and the difficulties of refuelling after the war, Luxembourg was ahead of deep social ruptures at various levels including:

1. Economic Rupture
2. Political Rupture
3. Dynastic Rupture
4. Industrial Rupture
5. International Rupture
6. Financial Rupture
7. Agricultural Rupture
8. Cultural Rupture

The following years were marked by economic crises until the economic growth and prosperity in the 20s stabilized the country, but fear arose with the outbreak of the Second World War as the population was destined to be one of the first victims.

*Les quelques années qui suivent la guerre (1919-1939) voient une dépression économique, aggravée par l’obligation de réorienter l’économie luxembourgeoise. De 1924 à 1929 on assiste à une phase d’expansion économique et de prospérité. Ensuite, c’est la grande crise mondiale qui n’épargne pas le Luxembourg. A peine est-elle atténuée que le danger de guerre surgit (1936) et inquiète une population qui se sait destinée à en être une des premières victimes. (p.221-25)*

As mentioned previously, the neutrality of the duchy was invaded once more by the Germans in World War II. The country again at the peak of a new crises. At such times, established connections and alliances are essential for countries to be helped during the war

period. In this context, we may highlight the main role Portugal played during the outbreak of the Second World War. Much older than the decades of immigration, the old bond uniting the two nations was of great help when the royal family had to flee the invasions of the Nazi. Lessons learnt from the disastrous reign of her sister Marie-Adélaïde, which undermined Luxembourg's sovereignty, Grand Duchess Charlotte and her family were forced into exile. Fleeing the occupation, HRH Grand Duchess Charlotte declared to be a « décision difficile, mais nécessaire » (Court Grand-Ducale, n.d.). The marriage of Grand Duke William IV to Infanta Marie-Anne of Braganza enabled the infanta to take advantage of her contacts in her country of origin making Portugal the first stage of the royal family's exile during World War II (Chimienti, 2018). According to Luxembourg Embassy in Lisbon, the ducal family enjoyed a few weeks in Cascais (west of Lisbon) while exiled in Portugal. A bust of HRH Grand Duchess Charlotte was offered to the local authorities at *Casa Santa Maria*, which housed the ducal family, as a gesture of gratitude for their warm reception to a family in difficult times.

In fact, the bond between the two nations is much older and stronger than people realize. First, the diplomatic relationship in 1891, followed by the marriage of 1893 and we can further add the fact that Grand Duchess Charlotte married Prince Félix de Bourbon de Parme, son of Duchess Maria Antónia of Braganza, Infanta of Portugal and sister to Marie-Anne of Braganza. We may conclude that, indeed, Portuguese blood is running in the ducal family's veins.

The union between the two nations does not seem to come to an end and has been growing ever since. A new era was peeking around the corner and a period of great economic development and prosperity was heading towards the Grand Duchy of Luxembourg in mid-end-20<sup>th</sup> century. With it, came the Portuguese immigrant wave, one of the greatest Luxembourg has ever known and the most important community established in the duchy since the 80s.

### 3.2. The beginning of the Portuguese immigration to the Grand Duchy

After the Second World War, Italian immigration to the Grand Duchy slowed down with many heading to other countries, like Germany, where higher wages were paid; others progressively found work in their home countries. Soon after the Portuguese started to arrive in masse, it did not take long for them to surpass Italians (Chart1) as the dominant foreign community. By 1981, the Portuguese community already represented 30,6% of the total of foreigners residing in the country, an equivalent to 8,0% of the overall population (Table2)<sup>21</sup>.

Numerous factors contributed to the mass migration of people: natural disasters, wars, lack of work, religious freedom or the search of economic prosperity. Over the course of the years, several European families have immigrated for economic reasons desiring a higher income to provide their families with a better future. The transition from an agrarian country to an industrial one brought “fortune to the country and its population” (Le Gouvernement du Grand-Duché de Luxembourg, 2020). Until the decline of the steel industry in the 1970s, the heavy industry counted as the main contributor of Luxembourg’s wealth, which opened doors for foreigners looking for work in its early years. Years after, the duchy’s social stability continued to magnetise immigrants. Even today, there are numerous reasons why people choose to immigrate to Luxembourg:

- economic opportunities;
- one of the three European capitals;
- high quality of life;
- multilingual environment.

The begin of the Portuguese expedition to *Lëtzebuerg* in mid-1960s occurred mainly due to the financial crises caused by the entrance of Portugal in the First World War and consequently the instability of the First Republic. Antão (2014) describes how the situation of the trade balance deficit and the soaring public debt worsened, leading the Portuguese military to invite professor António de Oliveira Salazar to serve as finance minister after the Portuguese coup d'état of 28 May 1926. Not long after, Salazar rose to power as prime minister of Portugal from 1932 to 1968. His dictatorship, the *Estado Novo*, gave him power to use censorship and the secret police (PIDE) to quell opposition. The unstable economy mixed with Salazar’s regime were more than enough reasons for Portuguese people to want to flee the country in search of stability and better quality of life. In short, the main reasons

---

<sup>21</sup> To obtain the result total Portuguese as a share (%) of the foreign population in 1981 it was calculated: (Total Portuguese/Total foreigners) =? x 100; and as a share (%) of the total population: (Total Portuguese/Total Population) =? x 100

for Portuguese migration to the Grand Duchy in mid-1960s were: first, Portugal was under a dictatorial regime where censorship prevailed. Secondly, men were fleeing mandatory military service, not wanting to fight in the colonial war which lasted from 1961 to 1974. And thirdly, financial instability. Against the regime, many saw no other solution than to abandon the country and ended up finding refuge abroad, namely in Luxembourg.

Unfortunately, STATEC has no register of Portuguese immigrants arriving in the territory before 1970 in his online page. However, in a 1990 STATEC publication (Tabel 2), 1147 Portuguese appear as members of the population of 1966. In 1970, 716 Italians against 2 852 Portuguese entered national territory and by 1981, 29 309 Portuguese were residing in Luxembourg, surpassing Italians, with 22 257, and all other foreign nationalities that were once predominant in the duchy. Immigration has ever since been largely diversified with European immigration predominating. The Portuguese community has been on the growth ever since. Another leading principle for the appealing country of immigration in recent years is its attractive minimum wage. Compared with Portugal's minimum wage, ca. 665,00€/month in 2021 (Decreto-Lei n.º 109-A/2020), in Luxembourg the minimum surrounds 2201,93€ a month (CSL, 2021). For a young adult at his/her prime the high numbers captivate the desire of a prosperous life and a broader future with less concerns than the ones they would face in their home country with a lower salary.

The growing absence of Italians in the factories and in the mines led the Luxembourg government to take measures. Recalling that the early migrations started with mainly single male workers, agreements regarding the consolidation of families were formalized which proved to be “particularly beneficial to the Portuguese who [...] came straightaway with wife and children” (Hausemer, 2008). Immigration of whole families became a common practice among immigrants. The bilateral agreement regarding the employment of Portuguese workers in Luxembourg (Decreto n.º 169/78)<sup>22</sup> signed on May 1970 and ratified in 1977, strengthened the political bond between the two nations establishing *social rights*, *professional promotion and training*, *cultural rights* as well as *schooling of Portuguese children*, promoting more equitable access to resources and helping both adults and children to integrate society. Furthermore, the adherence of Portugal to the EU in 1986 came to be beneficial for people with the desire to emigrate abroad.

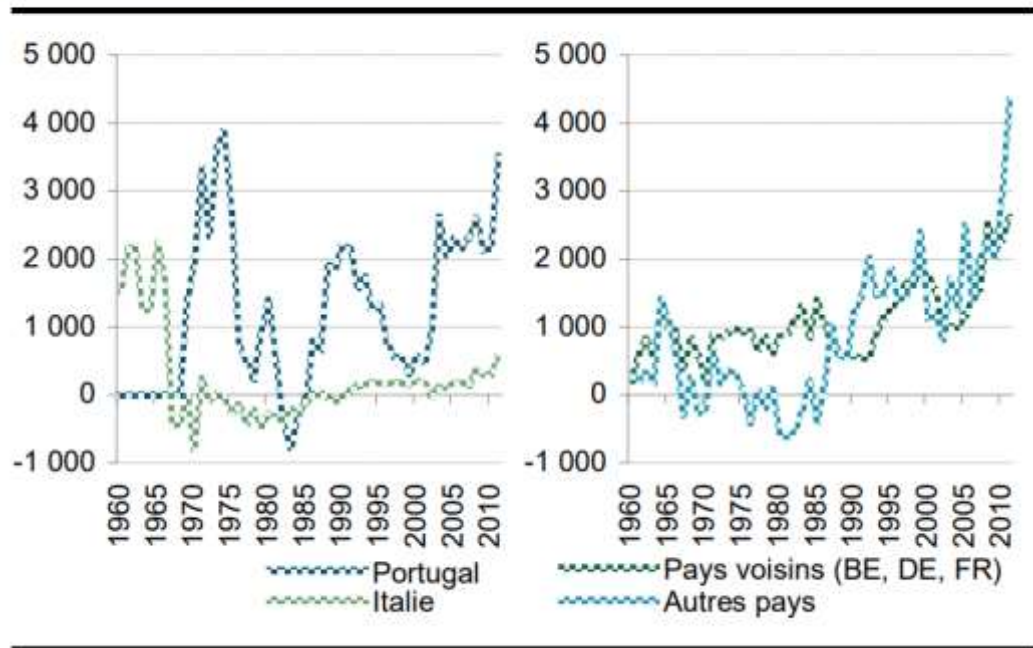
Step by step, the Portuguese community grew. In 2011, 37,3% of foreigners were of Portuguese origin, by far the largest foreign community, followed by the French (14,3%),

---

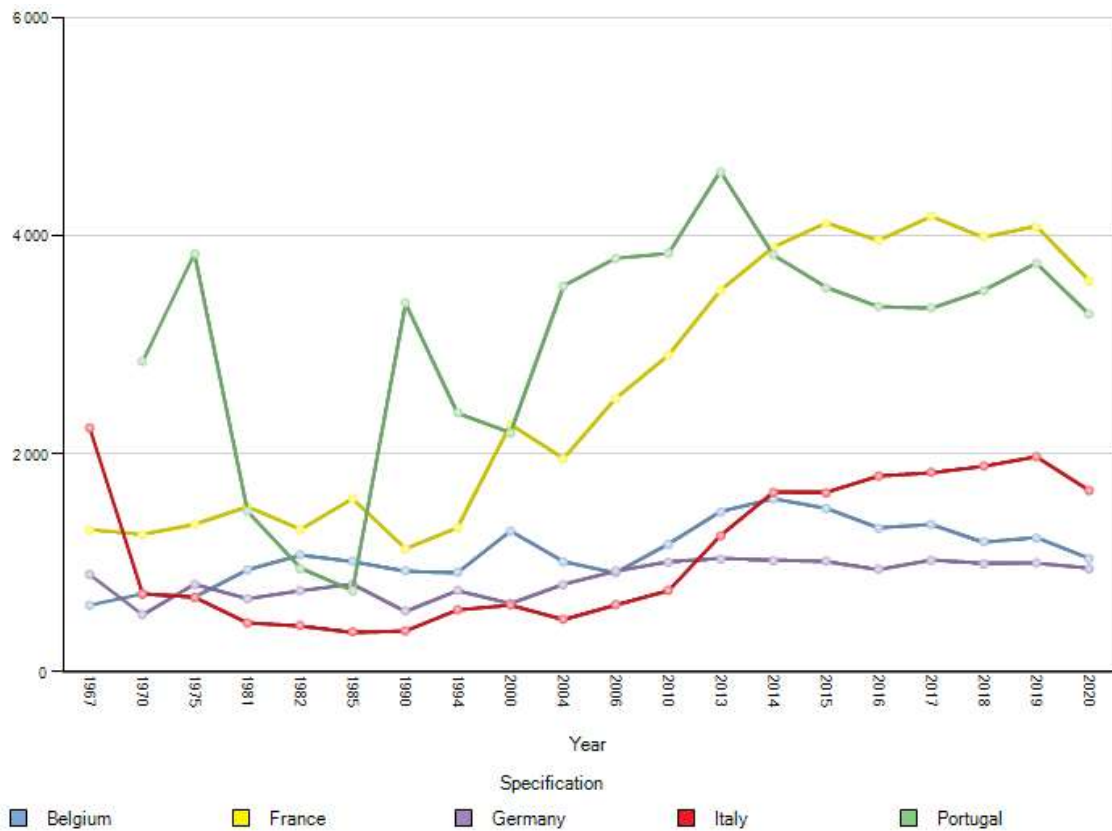
<sup>22</sup> For a more in-depth analysis of the decree, you can read the full document on the official gazette of Portugal (DRE) on <https://dre.pt/web/guest/home/-/dre/274203/details/maximized?jp=true>

Italians (8,2%) and the Germans (5,5%). Statistics, however, show that Portuguese migration to the Grand Duchy of Luxembourg has been in decline since 2014 being outpaced by the French. Portuguese migration, visible in chart 2, has never been stable and has been hit by the several economic crises occurred throughout the years. The economic crises of 2009 did not, according to Peltier and Klein (2020), affect Portuguese migration balance, despite this, arrivals from Portugal have decreased ever since the end of the crises. On the one hand, the net migration of the French has been since 2014 « supérieur à celui des Portugais et les ressortissants français constituent, de nos jours, la première nationalité parmi les migrants » (Peltier&Klein, 2020). Nevertheless, on 1<sup>st</sup> January 2021, although net migration of the Portuguese has decreased drastically (Chart 4), the Portuguese community prevails as the major foreign community with almost twice the population of the second largest international community: Portugal with 94 335 (representing 14,9% of the total population) versus France with 48 502 (equivalent to 7,6% of the overall population) residents in Luxembourg.

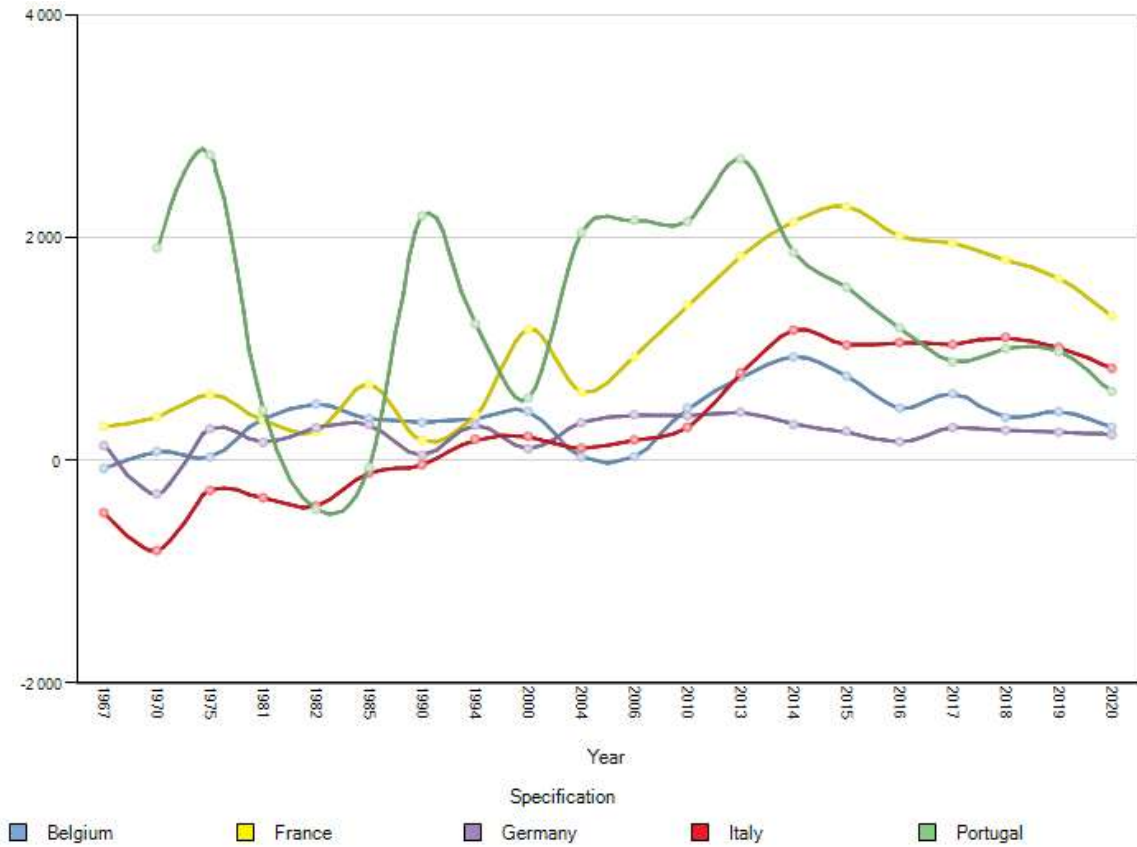
**Solde migratoire annuel par nationalités au Luxembourg, 1960-2011 (en nombre)**



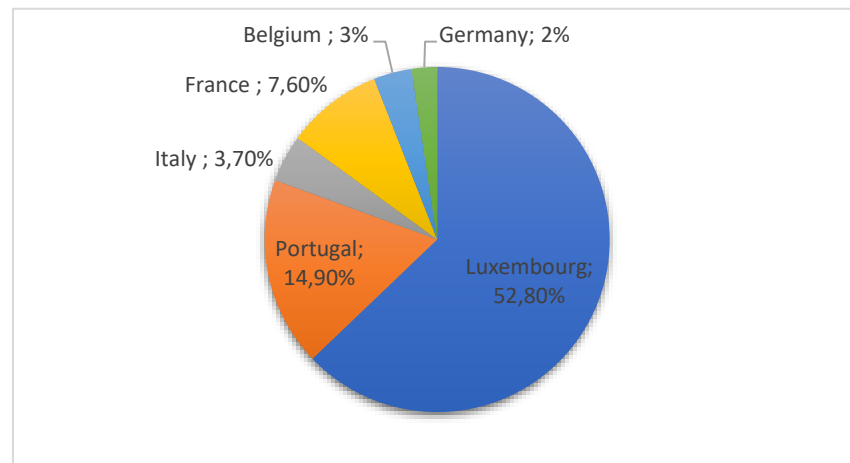
**Chart 2** Annual migration balance by nationality in Luxembourg, 1960-2011 (in number) (Zahlen, 2012)



**Chart 3** Arrivals, departures and net migration 1967 – 2020 (Arrivals) (STATEC)



**Chart 4** Arrivals, departures and net migration 1967 - 2020 (Net migration) (STATEC)



**Chart 5** Population by nationality (detailed nationalities): 2011-2021 (STATEC)<sup>23</sup>

<sup>23</sup> The percentage of this chart was calculated through the data provided by STATEC available for consult in *annex 2*. The following formula has been used to calculate the % of foreign communities as a share in the whole population:  $(\text{Total foreign community} / \text{Total Population}) = ? \times 100$



### 3.3. Portuguese Community

Smallest country of the EU after Malta, the Grand Duchy of Luxembourg has welcomed 3 286 (14.6% of all arrivals) Portuguese and 2 661 (17.9% of all emigrations) have left the duchy in 2020 (Klein & Peltier, 2021). Despite the gradual reduction on Portuguese arrivals in the country since 2014, the community still represents the strongest international community in national territory.

Home to thousands of immigrant families, Luxembourg is a second home to many Portuguese families who abandoned their homeland in search of better quality of life. Among the “*Moien!*” (Hello!) and the “*Wéi geet et?*” (How are you?) heard on the streets, a young man is wearing a Portuguese team’s tracksuit. Next to him there is a car with a sticker and a scarf with the Portuguese Football Federation (FPF) insignia on it and across the street a restaurant and a cafe with signs and logos above the entrances evidence the existence of a Portuguese space. Not to mention the language! Swears, greetings and normal conversation - it is very usual to cross paths with people speaking Portuguese almost seeming as one would be in Portugal rather than in Luxembourg. As it happens, this phenomenon is the result of Portugues constituting the second prevailing nationality of the region they inhabit. When the Portuguese arrived, unlike Italians, they settled throughout the country, concentrated mainly in north-east and south-east. In 2019, Larochette recorded the highest number of Portuguese (44,1% of its total population) followed by Differdange (35,7%) and Esch-sur-Alzette (32,7%) (Klein, Peltier, & Bellot, 2019).

Highlighting the bilateral agreement between the *Groussherzogtum Lëtzebuerg* and the Portuguese Republic signed on May 1970 respecting Portuguese workers in the dutchy, Luxembourg has pledged to provide immigrants' families with services to help with their integration, in which

*Após a chegada dos trabalhadores portugueses ao Luxemburgo, os serviços competentes luxemburgueses esforçar-se-ão em promover a adaptação do trabalhador português e da sua família à vida social e profissional no Luxemburgo (Artigo 28, Decreto n. ° 169/78).*

A step for a more inclusive way of life of the Portuguese was taken. The agreement had a positive impact in the community attributing equal rights, respecting their culture and traditions as well as not neglecting Portuguese children’s schooling. The five titles listed in the decree were essential for the integration progress of Portuguese in society, allowing the community to grow and become the most important foreign community in Luxembourg.

According to Hausemer (2008), the creation of ASTI resulted from this accord signed between both nations. Altogether, integration policies and all organisms which provide programs for newly arrived made it possible for Portuguese and other foreigners to properly settle in the country.

Thus, today we observe a fully engaged community which shares the same socio-economic rights and whose cultural inheritance is respected and valued. Together with other foreign communities, Portuguese represent a vital share for the positive balance of Luxembourg's natality. Among the 6 459 births in 2020, 730 babies had a Portuguese passport, the most numerous among foreigners (Klein & François, 2021). Naturalizations and births of foreign babies help Luxembourg maintain a positive natural balance thus allowing the Luxembourg community to remain positive.

### **3.3.1. Cultural Rights**

Culture is the essence of society. It differentiates one's group from the rest of society, representing their beliefs and practices. Language, cuisine, habits, music, arts and religion are aspects present in every culture. In other words, culture is the way of life of a society, which gives an individual a sense of belonging, a notion of his/her roots, where he/she comes from. Quoting from UNESCO, it is the "fountain of our progress and creativity and must be carefully nurtured to grow and develop."

Each individual has the right to practice its beliefs, its culture and traditions without being subject to criticism and discrimination. The agreement on *Employment of Portuguese Workers in Luxembourg* values the efforts that should be made by both Luxembourg and Portuguese authorities to develop cultural initiatives in favor of Portuguese workers and their families in order for them to maintain socio-cultural ties with their native country. Additionally, both nations expressed their desire to deepen their bonds of friendship and signed a ratification of the Cultural Agreement between the Governments in 1982 aimed at the fields of education, science and culture (Decreto n. ° 129/82). Such agreements are not only important but also necessary to help foreigners keep socio-cultural ties with their origins and are an essential part of the integration in the host country. Thereafter, both parts continue engaged in cultivating and promoting social, cultural and sporting initiatives. Portuguese culture is promoted through different activities such as football teams, traditional folk dances and the pilgrimage in honor to *Our Lady of Fatima* (Nossa senhora de Fátima), among others.

### **3.3.1.1. Football**

Sport is an excellent way for people to interact with locals and to get closer to the community. Football for example is the most popular sport in Europe and it embraces diversity. People from all nations, religions and ethnic groups can form a team, which is a way of integration and inclusion. In 2014, former UEFA president Michel Platini addressed the audience of *Respect Diversity* conference by affirming his believe in a sport which welcomes, includes and integrates and “does not discriminate against anyone or persecute anyone. It is a driver of progress in society”. Hereupon, many Portuguese surnames are present in the Luxembourg national football team and in Luxembourg clubs. Without doubt, the diversity in both national team and clubs reflects the country’s multicultural society. Furthermore, many clubs affiliate with others creating partnerships. That is the case of some Portuguese clubs who seal a union with Luxembourg teams and by which the Luxembourgish team adopts the name of the Portuguese team into its own. I take the example of F.C. RM Hamm who in 2006 joined in a union with SL Benfica and formed then F.C. RM Hamm Benfica. Finally, the union between the two teams seem to be successful and in agreement with Mr. Platini’s words, F.C. RM Hamm Benfica defends how

*[...] le football, sport national numéro un, constitue certainement un des meilleurs, sinon le meilleur vecteur d’intégration des étrangers venus s’établir dans notre pays. [...] Nous pouvons affirmer aujourd’hui que l’union des deux communautés est clairement réussie et nous sommes devenues un pôle d’attraction pour les meilleurs du pays. (FC RM Hamm Benfica, n.d.)*

### **3.3.1.2. Pilgrimage**

Predominantly catholic, religion has been for centuries an essential part of the journey of the Portuguese. Every year, thousands of pilgrims travel to the sanctuary of Our Lady of Fátima in Fatima by foot from all corners of the country to “pay homage to Our Lady of Fatima, the Virgin Mary who appeared six times in 1917 to three children in Fatima” (2020). This pilgrimage is part of Portuguese identity, and it has become an important celebration. The first Portuguese immigrants in Luxembourg brought with them this tradition. Since 1968, on Accession Day, Portuguese embark on an expedition to the Shrine of Our Lady

Fatima in Wiltz. It was a way to link workers with their homeland which became an important celebration (Hausemer, 2013).

### **3.3.1.3. Traditional folk dances**

Similar to the pilgrimage, other traditions were brought to Luxembourg by the Portuguese, including traditional music and folk dances. Having had the opportunity to run into people engaged in activities like *rancho*, a typical traditional dance, Elza dos Santos<sup>24</sup>, when asked on the reasons why having integrated into the *rancho* group, unhesitatingly replied that it was a way of representing her origins, a part of her. *Rancho* is part of the Portuguese cultural heritage and Elza, who proudly likes to exhibit her roots to others, also explains that this folk dance represents different parts of Portugal through the art of the skirts they dance in. In short, *rancho* is the representation of one Portuguese tradition celebrated in the duchy.

### **3.3.2. Portuguese community in Esch-sur-Alzette**

Portuguese community is more numerous in Luxembourg City, followed by the municipalities of Esch-sur-Alzette and Differdange. Second largest city in the country, Esch<sup>s</sup>/Alzette is a southern cosmopolitan city with more than 36 000 inhabitants and home to 130 different nationalities, a “diversity that is part of the DNA of [the] city” (City of Esch-sur-Alzette, 2020). 10 922 residents, that is 30,12% of Esch’s population, are of Portuguese origin. It is inevitable not to cross paths with Portuguese. In fact, at some point you start to question yourself if you are still in Luxembourg. Everywhere you walk you find some Portuguese trace, whether it is a restaurant, cafes, bakeries or grocery stores and the language is widely spoken in the community, at home and/or occasionally among acquaintances. Additionally, integration programs may be offered through CAI in which the municipal participates, namely language courses organized by the City of Esch-sur-Alzette. Recently, the City of Esch supplied new citizens with a welcome booklet, available in four languages (including Portuguese), filled with useful information on public services and identities which help with the integration and inclusion.

Portuguese euphoria can be particularly admired during big sports events, specially throughout football events like the UEFA European Football Championship or the FIFA World Cup. It is a time where Portuguese fans get their props and celebrate each victory.

---

<sup>24</sup> Elza dos Santos was born and raised in the Grand Duchy of Luxembourg to a Portuguese mother.

The streets of Esch change completely: many balconies are decorated green and red and people are dressed in their team's colours. In two main occasions, Portuguese invaded the streets of Esch to celebrate the Portuguese National Team great achievements in this sport: Portugal reaching the final of the Euro2004 and in 2016 becoming champions. Both, reaching the finals in 2004 and becoming champions in 2016, were similarly euphorically celebrated according to reports.

### 3.4. Discrimination

It is a mystery how, being in the 21<sup>st</sup> century, many people still deny the existence of racism/ discrimination specially in a country culturally diversified. People seem to be rather shocked when confronted with such a reality because either they have never faced such kind of behavior, or they have ignored it or treated it as some “petty joke” of no importance. People tend to believe in a utopian society. The reality, however, lies beyond. Although nearly half of the Grand Duchy’s population is made up of foreigners, discrimination does exist and Portuguese, main foreign community since 1980, are no exception. Immigrants and descendants from Portuguese are often told to return home, looked down upon and insulted. They often hear expressions like “Schäiss Portugiese” (shitty Portuguese) or “Domm Portugiese” (dumb Portuguese) and to further disparage they say “Typesch Portugiesesch” (typical Portuguese) highlighting that, whatever the situation, it only happened because he/she was Portuguese. These are just some common expressions heard by Portuguese especially when people of two distinctive communities collide. Even though Luxembourg implemented legal frameworks that protect citizens, both in public and at work, it is not the first time such acts of discrimination against the Portuguese community take place. The anti-discrimination law (*Loi du 29 novembre 2006*) condemns all sorts of discrimination, direct or indirect, and people may turn to some public authorities to report the crime or ask for support:

- Centre for Equal Treatment (Centre pour l'égalité de traitement, CET) ;
- Chamber of Employees (Chambre des salariés, CSL)<sup>25</sup> ;
- National Reference Centre for the Promotion of Emotional and Sexual Health (Centre national de référence pour la promotion de la santé affective et sexuelle, CESAS)

---

<sup>25</sup> Na entire section is dedicated to discrimination at work on [www.discrimination.csl.lu](http://www.discrimination.csl.lu)

### **3.4.1. Racist pamphlet**

In 2011, an unpleasant event took place in two local communities, Kayl and Tétange, sparking outrage among foreign communities. *National Bewegung* (National Movement) founder Pierre Peters spread throughout the communities' xenophobic flyers expressing his extreme hatred against foreigners living and working in the Grand Duchy. Aimed mainly to the Portuguese, French and Yugoslavs residing in the country, Peters expresses more than his displeasure on having outsiders residing in the country and accuses them of harming and polluting the country, advising them to leave Luxembourg:

*Por causa dos estrangeiros estamos cada vez mais pobres e somos nós que pagamos por eles. Os impostos vão subir e os estrangeiros apenas poluem o país (Lusa, 2011).*

More on the subject, however, is difficult to find since not many articles have been written about it. Fränz Hoffmann (2011) writes in his article *RTL-Reportagen zur Affäre Peters*, apparently one does not want to pay tribute to right-wing extremist ideas and therefore the lack of information on the topic. Peters is a repeated offender brought to court several times for his hate-speech against migrants which he despises publicly, and it is all more shocking and disgusting when reading on his internet-site under the motto „Ausländer raus! Grenzen zou!“(Foreigners out! Borders closed!). Despite the facts, the nationalist denies being a racist and defends himself claiming he tells only the truth.

### **3.4.2. Inequalities and discrimination in education**

Schools are responsible for welcoming children from all households. No child should be discriminated based on gender, religion, socio-economic background, or nationality. Every residing child in the Grand Duchy of Luxembourg has the right to a proper education. School education helps foreign children integrate and overcome cultural barriers. A good education is, therefore, “the most important foundations for good social cohesion” (2020). The truth, however, does not always correspond to reality.

A study conducted by the University of Luxembourg indicates the existence of inequalities in schools and concludes that Luxembourg “affiche une certaine constance en matière de discrimination à l’encontre des groupes dits « à risqué»” (Hadjar, Fischbach, & Backes, 2018). Inequalities and discrimination in the school system may have tangible consequences in various aspects of life including in job market opportunities, income level,

life expectancy, etc. Elementary pupils undergo an evaluation before transitioning to secondary school, which will determine whether they will be attending classic or general secondary education, or vocational training. The national report on education from 2018 blames social structures for being « responsables pour l'inégalité des parcours scolaires et que les trajectoires de l'apprentissage varient en fonction de l'origine sociale des élèves » (Hörstermann, Cate, & Krolak-Schwerdt, 2018). The report shows an evident difference among Luxembourg descendants and Portuguese students. 49% of the students attending classical secondary are of Luxembourg origin whilst only 10,9% are of Portuguese origin and other 34,9% of the attendants represent the other nationalities placed in high ranked classes (Lenz & Heinzl, 2018).

What is more, in 2016 the University of Luxembourg conducted a research study on how teachers' differential biases may affect how they decide the child's future. In fact, the study shows that even the most experienced teacher involuntarily makes mistakes in the act of deciding and allow themselves to be influenced by prejudices regarding the student's ethnicity, or other. While 90% of the decisions respecting Luxembourgish students were correctly made, only 67% were accurate concerning Portuguese students. The idea or perception we keep of a certain group of people, rooted in the mind for some reason, caused by negative encounters with the group/ community in question for example, may have its influence in decision-making. Hereby, the study conducted in 2016 may explain in some way how prejudice affects children at school, namely Portuguese.



### **3.5. Testimony of a family previously immigrated in Luxembourg**

In this chapter I would like to share the personal experiences of my family while immigrated in the Grand Duchy of Luxembourg by addressing some of the topics discussed in the previous chapters. More than a story, it is the testimony of a family who has lived almost two decades in Luxembourg. I will narrate positive as well as negative events throughout our journey in Luxembourg and related issues to work, school and everyday life.

As we already know, people immigrate for various reasons, to escape wars or any other kind of violent conflicts, due to environmental factors, for educational purposes or for employment opportunities, or even to reunite with family. In the case of my family, however, it was more of a mixture of adventure and curiosity with the reunion of the family. After working in Germany for some time, in 1997, influenced by the words of a friend, my father chose to immigrate to Luxembourg and a month after settling himself in the country, the rest of the family, me, my mother and my sister followed him. In fact, when I questioned my father on the reasons which lead him to immigrate and if it were for the higher pay, he clarified the decision was made out of curiosity of this amazing country that friend of his had talked about. In short, I may say my parents went on an adventure. However, we must keep in mind not everyone gets the same opportunities nor the same luck. Some people are luckier than others. According to my parents, the first year residing in the Grand Duchy was filled with hardship: the employer would not pay his employees on time, there was no external aid and the late payment led to hardship on paying bills. After changing employment, circumstances improved but were again shaken after my father became invalid: him being the only source of income, the family underwent a second time of hardship caused by financial distress due to the incompetence of the members of social security who treated the invalidity case poorly. Fortunately, this darker period did not last forever and, after months of struggle, brighter days were on the horizon. In life, there will always be times of hardship which we must overcome with great sacrifice. Sometimes even in more than one occasion.

#### **Portuguese mediators and integration classes at school**

Luxembourg schools are a portrait of Luxembourg society. They welcome students from different origins, different backgrounds and have classes adapted to their language skills. As I remember, when I reached third grade, integrated classes taught in Portuguese were offered. Sadly, only very few Portuguese students would partake. But they were classes

where Portuguese children learnt some of Portuguese traditions, where we would learn the basics, such as how to read and how to write, and learn other subjects like science in the Portuguese language. This is a nice way to help Portuguese descendants keep in contact with their roots other than at home. Further, regarding intermediators, I remember being in kindergarten and struggling when communicating in Luxembourgish. The educators did not hesitate to get an intercultural mediator who spoke Portuguese to help me at the beginning. I do not have much to add to my schooldays nor to those of my siblings. Teachers always tried their best to be as impartial as they could and treat every student with equality and respect. The classes have always had immense cultural diversity and multilingualism was present everywhere: students would either speak Luxembourgish or French or even their native language among friends.

### **Communication problems at the workplace**

We are most likely to encounter the most typical challenges in workplace. Language barriers, harassment, discrimination, bullying, are some typical situations many workers around the world face. Luxembourg might be culturally enriched; however, nobody is spared from situations like the above mentioned. After my father's incapability to work, my mother had to find a job to be able to support us (the income due his disability was not enough for the expenses). She asked the competent authorities for help in finding a job and they promptly helped; she then went through a traineeship having the chance to choose the field she would be working in in the end. Once working, my mother faced real challenges related to communication barriers. The unfamiliarity with the language spoken at the workplace (French), caused distress, and led coworkers to take advantage of her: according to my mother's words, she would initially work twice as much as she was supposed to since she could not understand them. But fortunately, cooks and other kitchen managers helped her understanding things and with time she started to understand and speak French. Afterwards, things considerably improved, and she was respected.

To sum up, there were some ups and downs during our journey in the Grand Duchy of Luxembourg. Barriers had to be overcome, challenges had to be faced, but we always respected the country that welcomed us. As well as in my memories and in those of my family, we do not have many complaints against the country or Luxembourgers. Discriminatory remarks towards Portuguese were mostly made by other foreigners and unpleasant people. But in overall, we were well welcomed, and we thank for the opportunities and the great times we spent there.

### 3.6. Portugal and the pandemic of COVID-19

At the end of December 2019, it was reported the outbreak of the coronavirus disease (COVID-19) linked to the same family of viruses as *severe acute respiratory syndrome* (SARS). Similar to a cold, the virus spread around the globe at an alarming speed, and it did not take long for the world to be facing an ongoing pandemic. Thousands of people have died due to the infection(s) caused by COVID-19. Other thousands of people had to be hospitalized and soon hospitals found themselves on the brink of collapse without rooms for its hundreds and hundreds of patients. Doctors and nurses have been on the verge of exhaustion, mentally and physically. Many hospitals nearly subsided. The lack of supplies urged countries to look for outside help. Nations worldwide have felt empathy and solidarity towards each other since the outbreak of the pandemic. Aid has been sent back and forth. Portugal too was reaching its limits. If we can compare the strong alliance in past decades, we can also do it now. At the peak of the pandemic Luxembourg did not hesitate to help Portugal sending doctors, nurses, and medical equipment. Ana Tomás (2021) recalls Conrad Bruch public approach on the 130<sup>th</sup> anniversary of diplomatic relations between the two countries quoting

*é com grande satisfação profissional e pessoal que vejo que os nossos dois países nunca estiveram tão próximos um do outro na sua história comum e nunca foram tão solidários como o são atualmente [...] no auge da pandemia, o Luxemburgo não hesitou em enviar médicos e enfermeiros para Portugal", recordando as duas equipas que estiveram a ajudar o hospital do Espírito Santo em Évora, entre fevereiro e março deste ano, quando o país enfrentou a pior fase da pandemia até à data.*

## **Chapter IV - Conclusion**

The Grand Duchy of Luxembourg has hosted thousands of immigrants over decades. A small ordinary agrarian country with not much to offer evolved into an important financial area, displaying numerous opportunities for younger generations. Having overcome various challenges since its independence, Luxembourg is indeed a multicultural country.

Although a legislation on multiculturalism is not implemented like in other countries, the Duchy gathers all the principles that makes it a multicultural State. International and national integration policies made it possible for foreigners to arrive in the country and start a new life being welcomed and included into society. Additionally, treaties regarding guest workers and their families helped shape Luxembourg as we now know it, culturally diversified. Thus, such treaties ended up being mostly beneficial for Portuguese immigrants who, in contrast with Italians who arrived as single workers, fit in the concept family migration, meaning they migrate with the entire family or reunify with a family member who migrated earlier. Now all family members of the principal migrant are entitled the same rights as the nationals. Records and articles witness the important place the Portuguese community occupies in the Luxembourgish society with emphasis on the Portuguese language, available at schools and in official documents. Understanding the pillars of Luxembourg's diversity helps to grasp the socioeconomic evolution of the country and how the Portuguese community has for long played an essential role in the Luxembourg's society and how they became the most important foreign community residing and working in the Duchy. Through my family's personal experience as immigrants in Luxembourg, I hope to give a clearer view on different aspects on integration and the obstacles many times a foreign family must overcome to adapt to a new reality. Furthermore, the early connections between the Grand Duchy and Portugal were once helpful for the ducal family when they needed to flee the Nazi invasions. The bond between the two nations proved to remain strong at the height of the COVID-19 pandemic with help being sent from the Luxembourgish authorities. As a conclusion, this dissertation allows us to understand the dimension of Luxembourg as a host of diversity and the strong bond uniting the Grand Duchy and the Portuguese Republic, from early diplomatic unions until today's relation towards the fight against the pandemic of COVID-19.

## References

- 2021PORTUGAL.EU. (2021, May 7-8). Retrieved from Porto Social Summit:  
<https://www.2021portugal.eu/pt/cimeira-social-do-porto/>
- Barrett, M. (2013). Interculturalism and Multiculturalism: Similarities and Differences. In M. Barrett, *Interculturalism and multiculturalism: Concepts and controversies* (pp. 15-41). Strasbourg: Council of Europe Publishing.
- Berend, I. T. (2016). *The History of European Integration - A new perspective*. New York: Routledge.
- Boucher, F., & Maclure, J. (2018, May 17). Moving the debate forward: interculturalism's contribution to multiculturalism. *Comparative Migration Studies*.  
doi:<https://doi.org/10.1186/s40878-018-0078-2>
- Brosseau, L., & Dewing, M. (2009). *Canadian Multiculturalism (Background Paper)*. Canada: Library of Parliament. Retrieved December 2021, from  
<https://lop.parl.ca/staticfiles/PublicWebsite/Home/ResearchPublications/BackgroundPapers/PDF/2009-20-e.pdf>
- Bux, U. (2021, October). *European Parliament - Fact Sheets on the European Union*. Retrieved from An area of freedom, security and justice: general aspects:  
<https://www.europarl.europa.eu/factsheets/en/sheet/150/an-area-of-freedom-security-and-justice-general-aspects>
- CASNA. (2018). *Welcome to Luxembourgish schools - Information for newly-arrived parents and pupils*. [no place]: MEN.
- Chimienti, P. (2018, September 07). Luxembourg : il y a 125 ans, le mariage de l'Infante du Portugal et du Grand-Duc Guillaume. *Le Quotidien*. Retrieved May 09, 2021, from <https://lequotidien.lu/a-la-une/luxembourg-il-y-a-125-ans-le-mariage-de-linfante-du-portugal-et-du-grand-duc-guillaume/>
- Clyne, M., & Jupp, D. J. (2011). *Multiculturalism and integration : a harmonious relationship*. [no place]: ANU E Press.
- Council of Europe Ministers of Foreign Affairs. (2008). *White Paper on Intercultural Dialogue: "Living Together As Equals in Dignity"*. Strasbourg: Council of Europe.

- Cour Grand-Ducale. (n.d). *Monarchie.lu*. Retrieved 2021, from Les anciens souverains:  
<https://monarchie.lu/fr/la-monarchie/les-anciens-souverains>
- CSL. (2021, January 04). *Salaire minimum*. Retrieved from Chambre des Salaries Luxembourg: <https://www.csl.lu/fr/vos-droits/salaries/remuneration/salaire-minimum/>
- Direção-Geral da Educação, da Juventude, do Desporto e da Cultura (Comissão Europeia). (2020). *Rapport de suivi de l'éducation et de la formation 2019 - Luxembourg*. [no place]: Comissão Europeia.
- EUROSTAT. (2021, March). *Eurostat Statistics Explained*. Retrieved 2021, from Migration and migrant population statistics: [https://ec.europa.eu/eurostat/statistics-explained/index.php?title=Migration\\_and\\_migrant\\_population\\_statistics](https://ec.europa.eu/eurostat/statistics-explained/index.php?title=Migration_and_migrant_population_statistics)
- FC RM Hamm Benfica. (2020). *F.C. RM Hamm Benfica*. Retrieved from Histoire du Club: <https://www.rmhamm.lu/page/historique-62218>
- Ferber, R. (2021, February 06). Le Luxembourg envoie de l'aide au Portugal. *RTL*. Retrieved from <https://5minutes.rtl.lu/actu/luxembourg/a/1667254.html>
- Fourney, A. (2015). L'histoire des Portugais au Luxembourg. *Luxembourg Wort*. Retrieved October 04, 2021, from <https://www.wort.lu/fr/luxembourg/l-histoire-des-portugais-au-luxembourg-5502f4310c88b46a8ce5556c>
- Gabinete do Secretário de Estado das Comunidades Portuguesa. (2014). *RELATÓRIO DA EMIGRAÇÃO 2013*. Lisbon: Gabinete do Secretário de Estado das Comunidades Portuguesas.
- Grillo, R. (2017). *Interculturalism and the Politics of Dialogue*. Brighton: Independently published.
- Hadjar, A., Fischbach, A., & Backes, S. (2018). Les In+egalit+es Scolaires. In *Rapport National sur l'éducation au Luxembourg 2018* (pp. 59-83). Luxembourg: SCRIPT & LUCET.
- Hausemer, G. (2008). *About...Multicultural Luxembourg*. (C. Weyland, Trans.) Luxembourg: Information and Press Service of the Luxembourg Government.

- Hausemer, G. (2013). *About...Festivals and Traditions*. (C. Weyland, Trans.) Luxembourg: Information and Press Service of the Luxembourg Government.
- Heinz, A., Peltier, F., & Thill, G. (2013). *Les Portugais au Luxembourg*. Luxembourg: STATEC.
- Hoffmann, F. (2011, January 12). RTL-Reportagen zur Affäre Peters. *RTL*. Retrieved June 27, 2021, from <https://www.rtl.lu/meenung/liesserbreiwer/91801.html>
- Information and Press Service of the Luxembourg Government. (2008). *About...Languages in Luxembourg*. Luxembourg: Information and Press Service of the Luxembourg Government.
- Jacobs, S., & Sommarribas, A. (2016). *Migration Internationale au Luxembourg - Système d'observation permanente des migrations OCCDE*. Luxembourg: [no publisher].
- Jones-Smith, E. (2019). *Culturally Diverse Counseling: Theory and Practice*. London: SAGE.
- Just Arrived SARL. (2020). *Just Arrived - Luxembourg residents and cross border workers' practical guide 2021-2022*. Luxembourg: Printing Kern GmbH.
- Justice Law Website. (2021, October 28). Retrieved from Canadian Multiculturalism Act: <https://laws-lois.justice.gc.ca/eng/acts/c-18.7/page-1.html>
- Kivisto, P. (2015, February 18). Multiculturalism and National Identity. (S. Science, Interviewer) Retrieved 2021, from <http://serious-science.org/multiculturalism-and-national-identity-2381>
- Klein, C., & Peltier, F. (2017). *11 communes où les étrangers sont plus nombreux que les Luxembourgeois*. Luxembourg: STATEC.
- Klein, C., & Peltier, F. (2021). *La démographie luxembourgeoise en chiffres - Édition 2021*. Luxembourg-Kirchberg: STATEC.
- Klein, C., Peltier, F., & Bellot, O. (2019). *Atlas Démographique du Luxembourg*. Luxembourg-Kirchberg: STATEC.
- Kollwelter, S. (2007, March 01). *Migration Policy Institute*. Retrieved April 01, 2021, from Immigration in Luxembourg: New Challenges for an Old Country:



- <https://www.migrationpolicy.org/article/immigration-luxembourg-new-challenges-old-country>
- Kymlicka, W. (1995). *Multicultural Citizenship*. New York: Oxford University Press.
- Kymlicka, W. (2012, April 04). Multiculturalism in Europe. (G. C. Pluralism, Interviewer) Retrieved 2021, from <https://www.youtube.com/watch?v=wGpx3Uia1Tg>
- Kymlicka, W. (2014, October 29). Challenges of Multiculturalism. (J. Traub, Interviewer) Retrieved 2021, from <https://www.carnegiecouncil.org/studio/multimedia/20141029-a-conversation-with-will-kymlicka-on-the-challenges-of-multiculturalism>
- Kymlicka, W. (2016, January 05). Liberal multiculturalism and democracy. (IPSP, Interviewer) Retrieved 2021, from <https://www.youtube.com/watch?v=X-LCUxQ4nEg>
- Le Gouvernement du Grand-Duché de Luxembourg Service et presse. (2015). *Everything you need to know about the Grand Duchy of Luxembourg*. Luxembourg: Information and Press Service of the Luxembourg Government.
- Lusa. (2011, January 14). Movimento político quer portugueses fora do Luxemburgo. *Diário de Notícias*. Retrieved June 28, 2021, from <https://www.dn.pt/globo/europa/movimento-politico-quer-portugueses-fora-do-luxemburgo-1757333.html>
- LUTEC & SCRIPT. (2018). *Rapport national sur l'éducation au Luxembourg 2018*. Esch-sur-Alzette.
- Luxembourg.lu*. (2019, December 06). Retrieved from DISCRIMINATION: <https://luxembourg.public.lu/en/living/quality-of-life/discrimination.html>
- Luxembourg.lu*. (2020, June 12). Retrieved April 12, 2021, from UNE HISTOIRE JALONNÉE PAR LES MIGRATIONS: <https://luxembourg.public.lu/fr/societe-et-culture/population/emigration-immigration.html>
- Maia, A. M. (2017, December 10). Há portugueses no Luxemburgo que ainda sentem "discriminação". *Publico*. Retrieved June 28, 2021, from <https://www.publico.pt/2017/12/10/p3/fotogaleria/ha-portugueses-no-luxemburgo-que-ainda-sentem-discriminacao-386761>

- Maia, A. M. (2017, December 10). Há portuguesas no Luxemburgo que ainda sentem “discriminação”. *Publico*. Retrieved 2021, from <https://www.publico.pt/2017/12/10/p3/fotogaleria/ha-portuguesas-no-luxemburgo-que-ainda-sentem-discriminacao-386761>
- Marzocchi, O. (2021, April). *European Parliament - Fact Sheets on the European Union*. Retrieved from Free movement of persons: <https://www.europarl.europa.eu/factsheets/en/sheet/147/free-movement-of-persons>
- Meer, N., & Modood, T. (2012). How does Interculturalism Contrast with Multiculturalism? *Journal of Intercultural Studies*, 33(2), 175-196. doi:<https://doi.org/10.1080/07256868.2011.618266>
- MEN. (2020). *Le système éducatif Luxembourgeois 2020*. Luxembourg: CASNA.
- MEN. (2020, August 28). *Ministère de l'éducation nationale, de l'Enfance et de la Jeunesse*. Retrieved July 09, 2021, from Langues à l'école luxembourgeoise: <https://men.public.lu/fr/themes-transversaux/langues-ecole-luxembourgeoise.html>
- MEN. (2020, November 12). *Ministère de l'Éducation nationale, de l'Enfance et de la Jeunesse*. Retrieved July 08, 2021, from Enseignement secondaire: <https://men.public.lu/fr/secondaire.html>
- MEN. (2020, November 27). *Ministère de l'Éducation nationale, de l'Enfance et de la Jeunesse*. Retrieved July 08, 2021, from Staark Kanner - Enfance: <https://men.public.lu/fr/enfance.html>
- MEN. (2020, July 03). *Ministère de l'Éducation nationale, de l'Enfance et de la Jeunesse*. Retrieved July 08, 2021, from Formation des adultes: <https://men.public.lu/fr/formation-adultes.html>
- MEN. (2021, June 09). *Ministère de l'éducation nationale, de l'Enfance et de la Jeunesse*. Retrieved July 09, 2021, from Scolarisation des élèves étrangers: <https://men.public.lu/fr/themes-transversaux/scolarisation-eleves-etrange.html>
- MEN. (2021, April 01). *Ministère de l'Éducation nationale, de l'Enfance et de la Jeunesse*. Retrieved July 08, 2021, from Enseignement fondamental: <https://men.public.lu/fr/fondamental.html>

- MENJE / SCRIPT. (2021). *Enseignement fondamental - Statistiques et études*. Luxembourg: [no publisher].
- MENJE / SCRIPT. (2021). *Enseignement secondaire - Statistiques et études*. Luxembourg: [no publisher].
- MENJE. (2017). *Enseignement Secondaire - Statistiques Globales et Analyses des Résultats Scolaires Année Scolaire 2015/16*. [no place]: CTIE - Division des Imprimés et Fournitures de bureau.
- MENJE. (2017). L'éducation plurilingue dans les crèches - Faire entendre aux enfants aujourd'hui, les langues qu'ils parleront demain. *Mir Schätzen Zukunft*. [no place]: MEN.
- MENJE. (2020). *Accueillir et intégrer*. [no place]: MEN.
- MENJE. (2020). *Bienvenue à L'École Luxembourgeoise*. Luxembourg: MEN.
- Ministry of Family Affairs, Integration and the Greater Region. (2021, July 13). *Gouvernement.lu*. Retrieved from Launch of the 2021 projects under the National Action Plan on Integration:  
[https://gouvernement.lu/en/actualites/toutes\\_actualites/communiqués/2021/07-juillet/13-cahen-pan-integration.html](https://gouvernement.lu/en/actualites/toutes_actualites/communiqués/2021/07-juillet/13-cahen-pan-integration.html)
- MNHA. (2016). *Luxembourg-Portugal : 125 ans de relations diplomatiques*. [no place]: MNHA. Retrieved from <https://gouvernement.lu/dam-assets/fr/actualites/communiqués/2016/09-septembre/12-assemblée-portugal-mnha/Dossier-de-presse-PDF.pdf>
- Niessen, J. (2000). *Diversity and cohesion: new challenges for the integration of immigrants and minorities*. Germany: Council of Europe Publishing.
- Peçtier, F., Thill, G., & Heinz, A. (2013). *L'arrière-plan migratoire de la population du Grand-Duché de Luxembourg*. STATEC & INSIDE.
- Peltier, F., & Klein, C. (2018, June). *21 962 Italiens vivent au Luxembourg*. Luxembourg: STATEC.
- Peltier, F., & Klein, C. (2018, June). *96 544 Portugais vivent au Luxembourg*. Luxembourg: STATEC.

- Peltier, F., & Klein, C. (2020). *Le Luxembourg, terre d'immigration*. Luxembourg: STATEC.
- Peltier, F., Thill, G., & Heinz, A. (2012). *La population par nationalité*. Luxembourg: STATEC.
- Pires, R. P., Pereira, C., Azevedo, J., Santo, I. E., & Vidigal, I. (2016). *Emigração Portuguesa - Relatório Estatístico 2016*. Lisbon: Observatório da Emigração e Rede Migra, CIES-IUL, ISCTE-IUL.
- S.I.P.- Cellule Edition, Maréchalat de la Cour , Dostert, P., & Margue, P. (2002). *The Grand Ducal Family of Luxembourg*. (B. West, Trans.) [no place]: Service Information et Presse.
- S.I.P.- Cellule Edition, Maréchalat de la Cour , Dostert, P., & Margue, P. (2002). *The Grand Ducal Family of Luxembourg*. (B. West, Trans.) Luxembourg: Service Information et Presse.
- Santos, V. (2004). *O Discurso Oficial do Estado sobre a Emigração dos Anos 60 a 80 e Imigração dos Anos 90 à Actualidade*. Lisbon: OBSERVATÓRIO DA IMIGRAÇÃO .
- Service information et presse du gouvernement luxembourgeois; maréchalat . (2010). *À propos... de la famille grand-ducale*. Luxembourg: Service information et presse du gouvernement luxembourgeois.
- Song, S. (2010). "Multiculturalism". (E. N. Zalta, Ed.) *The Stanford Encyclopedia of Philosophy*. Retrieved March 08, 2021, from <https://plato.stanford.edu/entries/multiculturalism/>
- STATEC. (2014). *Statistiques Historiques 1839-1989*. [no place]: STATEC.
- STATEC. (2020, April 01). *626 000 habitants au 1er janvier 2020*. Luxembourg: STATEC.
- STATEC. (2020). *Luxembourg in Figures - 2020*. Luxembourg: STATEC.
- STATEC. (2021, April 01). *La croissance de la population freinée par la COVID-19. En Chiffres*.

- Theis, F. (2015). *About...Luxembourg and the European Union*. (C. Weyland, Trans.)  
Luxembourg: Information and Press Service of the Luxembourg Government.
- Thewes, G. (2017). *About...the History of Luxembourg*. (C. Weyland, Trans.)  
Luxembourg: Information and Press Service of the Luxembourg Government.
- Thill, M. (2017). 75e anniversaire de la mort de la Grande-Duchesse: Marie-Anne, une princesse en exil. *Luxemburger Wort*. Retrieved April 25, 2021, from <https://www.wort.lu/fr/culture/marie-anne-une-princesse-en-exil-5984460aa5e74263e13c538d>
- Tomás, A. (2021, May 24). Pandemia estreitou os laços entre Luxemburgo e Portugal. *Wort*. Retrieved from <https://www.wort.lu/pt/luxemburgo/pandemia-estreitou-os-lacos-entre-luxemburgo-e-portugal-60ab79acde135b9236290b7c>
- Trausch, G. (2017). *Histoire économique du Grand-Duché de Luxembourg 1815-2015*.  
Luxembourg: STATEC.
- United Nations. (2019). *International Migrant Stock 2019: Country Profile - Luxembourg*.  
[no place]: UN.
- University of Luxembourg. (2016, April 04). *Science.lu*. Retrieved June 22, 2021, from [Comment les enseignants peuvent vaincre les préjugés au moment de la prise de décision?: https://www.science.lu/fr/etude-levaluation-des-eleves/comment-les-enseignants-peuvent-vaincre-les-prejuges-moment-prise-decision](https://www.science.lu/fr/etude-levaluation-des-eleves/comment-les-enseignants-peuvent-vaincre-les-prejuges-moment-prise-decision)
- Ville d'Esch-sur-Alzette. (2020). *Carnet de Bienvenue*. Esch-sur-Alzette: [no publisher].
- White Paper on Intercultural Dialogue: "Living Together As Equals in Dignity"*. (2008).  
Strasbourg: Council of Europe.

# Annexes

19/10/21, 16:46

Gmail - Help for my Master Thesis



Ana Melo

## Help for my Master Thesis

1 message

Pierre Weiss <Pierre.Weiss@integration.etat.lu>

14 de setembro de 2021 às 10:43

Para: pereira

Cc: SIP Gouvernement <Gouvernement.lu@sip.etat.lu>

Dear Ms. Pereira Melo,

I have received your message on the issue of multiculturalism in Luxembourg.

I think that two points should basically be distinguished here:

- multiculturalism as a social process (1)
- multiculturalism as a political program or "integration model" (2)

(1) Luxembourg could be seen as an empirical model of diversity and multiculturalism. Thanks to European integration and increased international mobility, the country counts today more than 170 different nationalities. This contributes to cultural and linguistic diversity beyond the national language and the three administrative languages. In addition, about two-thirds of the population currently have an immigrant background and more than 23 000 people settle down every year from all parts of the world – to work, study, and live in Luxembourg. Every day more than 200.000 workers cross one of the three national borders to come and work in the Grand Duchy. They come to work, but Luxembourg is also part of their living space where they spend the major part of their weekdays, and for some of them also part of their weekends, for shopping or cultural activities. Cross-border mobility and international migration are de facto essential elements of Luxembourg's dynamism: both have a lasting influence on culture, languages, history, and future, but also on solidarity and economy. In terms of its socioeconomic structure, the immigrant community is composed of a low-skilled workforce, European civil servants, expatriate workers and senior financial and business executives. Furthermore, there are researchers, students, family members, refugees and cross-border workers who occupy about 45% of the jobs in Luxembourg. In Luxembourg, cultural diversity is also part of everyday life in companies. For instance, the Global Entrepreneurship Monitor (GEM) 2018/2019 results show that immigrants continue to play a major role in Luxembourg's entrepreneurship ecosystem: The proportion of entrepreneurs among first generation immigrants (not born in Luxembourg) is consistently larger (13%) than for natives (8,8%) and second generation immigrants (9,4%). Studies show that multiculturalism is a good thing – at least in principle – for the majority of citizens. In practice, however, some are more reluctant. In principle, citizens see cultural and linguistic diversity as very enriching. However, when it comes to define more clearly what this means in practice, it turns out that some people are more reluctant than this positive preconception would suggest. In other words, when we talk about living together in concrete terms, this positive attitude toward diversity in the society loses some of its force. In principle, many citizens are in favor of multiculturalism, i.e. of their society opening up to other cultural horizons, but they are more hesitant when it comes to concrete forms of interaction between different cultures. Of course openness and diversity also bring with it some challenges!

(2) As a political program, Luxembourg does actually not have a multicultural policy like Canada, Holland or England. Indeed, there are at least two visions of multiculturalism. It can basically refer to a society in which different communities live "side by side" (community-based model), but it can also refer to a model of society that respects people's cultural backgrounds, while building on commonalities and values to support social cohesion and integration (intercultural model). This second vision of multiculturalism is largely predominant in Luxembourg. It is an intercultural approach in which interaction and reciprocity are important: for integration to be successful, people have to interact positively, and efforts cannot be one-way, expectations must be clear on both sides. The Luxembourgish government is currently revising its legal framework for integration, with a large consultation of institutional actors as well as NGOs. The Integration Department strives for a law that sets the stage for actions involving local, regional and national actors. Actions that make sure people receive the information necessary to make them feel welcome and actions that push them to participate in all areas of activities offered in Luxembourg. In this matter, the National Action Plan for Integration (PAN) provides a general, strategic and sustainable framework for the implementation of an intercultural policy. Programs aim to facilitate the orientation of newcomers to Luxembourg and their participation in social, cultural and political life. The various offers enable participants to familiarize themselves with Luxembourg's multilingualism, history, values, and traditions, but also with the administrative procedures and daily life in the Grand Duchy. The Integration Department believes basically that interaction between different cultures takes place primarily at the local level and in the local community. Therefore, the Department works closely with the municipalities and offers a whole range of support services for the implementation of intercultural projects and activities, in order to support the "living together" and to fight against all kinds of discrimination. Through the Diversity Charter Letzebuerg, the government also encourages every company and organization based in Luxembourg to develop actions to promote diversity beyond legal and regulatory requirements of non-discrimination.

Finally, concerning research on multiculturalism in Luxembourg, I recommend Elke Murdock's publications ([https://wwwfr.uni.lu/recherche/fhse/dbs/people/elke\\_murdock](https://wwwfr.uni.lu/recherche/fhse/dbs/people/elke_murdock)).

Remaining available for any questions.

Best regards,

Dr. Pierre Weiss

*Annex 1 E-mail from Dr. Pierre Weiss on whether Luxembourg is a multicultural country or not*

Population par nationalité (nationalités détaillées) : 2011-2021  
Source : STATEC-CTIE

Nationalités	01/01/2011	01/01/2012	01/01/2013	01/01/2014	01/01/2015	01/01/2016	01/01/2017	01/01/2018	01/01/2019	01/01/2020	01/01/2021	
Population totale	512353	524 853	537 039	549 680	562 958	576 249	590 667	602 005	613 894	626 108	634 730	
Luxembourg	291831	294 983	298 195	300 766	304 279	307 074	R	309 170	313 771	322 430	329 643	335 304
Total étrangers	220522	229 870	238 844	248 914	258 679	269 175	u	281 487	288 234	291 464	296 465	299 426
Portugal	82363	85 321	88 243	90 764	92 063	93 124	p	96 779	96 544	95 516	95067	94 335
France	31456	33 123	35 215	37 158	39 370	41 671	i	44 284	45 822	46 938	47 805	48 502
Italie	18059	18 117	18 344	18 773	19 524	20 276	r	21 345	21 962	22 485	22 996	23 532
Belgique	16926	17 165	17 555	18 159	18 834	19 406	e	20 029	20 212	19 993	19 823	19 613
Allemagne	12049	12 259	12 382	12 659	12 789	12 787		13 092	13 146	13 015	12 849	12 785
Espagne	3657	3 972	4 290	4 686	5 067	5 521		6 120	6 545	6 801	7 202	7 651
Roumanie	1589	1 925	2 233	2 527	3 210	3 833		4 142	4 662	5 209	5724	6 096
Pologne	2709	2 995	3 219	3 432	3 783	4 070	d	4 304	4 489	4 708	4844	4 941
Royaume-Uni	5471	5 571	5 696	5 883	6 023	6 119	e	6 111	5 941	5 766	5317	4 561
Pays-Bas	3891	3 938	3 889	3 972	3 994	4 033		4 252	4 294	4 207	4168	4 127
Chine	1610	1 711	1 833	2 198	2 466	2 801		3 222	3 512	3 714	3925	3 999
Grèce	1541	1 683	1 902	2 108	2 307	2 572	s	2 896	3 250	3 442	3 673	3 811
Inde	569	688	783	846	963	1 210	r	1 411	1 872	2 331	2804	3 125
Monténégro	3814	3 782	3 862	3 898	3 917	3 818	i	4 410	4 197	3 589	3163	2 944
Brsil	1203	1 297	1 384	1 571	1 684	1 784	e	1 823	1 999	2 205	2449	2 604
Cap-Vert	2472	2 513	2 611	2 747	2 883	2 965		2 855	2 778	2 621	2572	2 557
Syrie	25	30	31	43	148	831		1 183	1 700	1 933	2266	2 535
Irlande	1325	1 419	1 489	1 527	1 604	1 689		1 762	1 865	1 909	2 027	2 261
États-Unis d'Amérique	1295	1 434	1 696	1 935	2 200	2 279		1 968	2 103	2 180	2334	2 176
Bulgarie	734	756	850	904	1 066	1 224	R	1 487	1 596	1 726	1 841	1 924
Fédération de Russie	930	1 000	1 062	1 200	1 327	1 469	u	1 462	1 631	1 782	1857	1 906
Hongrie	935	1 038	1 130	1 310	1 444	1 548	p	1 650	1 828	1 880	1 851	1 873
Serbie	2161	2 756	2 506	2 429	2 390	2 367	u	2 329	2 297	2 031	1866	1 772
Suède	1720	1 739	1 761	1 761	1 833	1 877	r	1 823	1 787	1 749	1721	1 666
Danemark	1964	1 926	1 953	2 019	2 008	1 959	e	1 965	1 859	1 763	1 612	1 542
Bosnie-et-Herzégovine	2261	2 191	2 303	2 269	2 310	2 156		2 168	2 036	1 622	1509	1 508
Maroc	524	564	616	673	733	830		873	1 009	1 121	1380	1 484
Érythrée	21	30	42	46	84	126		229	444	809	1233	1 471
Croatie	362	378	439	493	607	703	d	915	1 010	1 118	1268	1 358
Finlande	1077	1 132	1 128	1 154	1 199	1 244	e	1 252	1 259	1 304	1295	1 256
Turquie	366	423	487	521	541	595		656	815	962	1105	1 246

Annex 2 Small part of Luxembourg's population by nationality (in detail) by STATEC CTIE